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ABSTRACT

This compilation of data was originally published in April 1981 as part of the Rochester City School District's preliminary three-year planning document. As the document's database, it reviewed several aspects of District instruction and operation including enrollment, student achievement and attainment, attendance, student mobility, and school holding-power. These data became the research base upon which the District's three-year plan was founded and from which its recommendations for improvement were developed. This volume, the 1982-83 database, expands the scope of last year's compilation and improves its format and content. As in the original volume, data are presented longitudinally, e.g. the reading and math achievement of District students over the past eight years, or the graduation rates among seniors for the past five. When possible, information on city schools has been described in the frame of reference of statewide or national research. Recommendations developed last year in the preliminary document are currently represented in several planning initiatives directed to improving District instruction and services. A list of these projects and an executive summary of the preliminary document have been included in this volume. (Author/BW)

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Three-Year Planning Data-Base 1982-83

Financial Analysis

City and District Demography

Achievement

Attainment

Attendance

Student Mobility

Suspensions

Student Loss

Special Education

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CITY SCHOOL DISTRICT
ROCHESTER, NEW YORK

THREE-YEAR PLANNING DATA-BASE, VOL. II
1982 - 83

CITY SCHOOL DISTRICT
ROCHESTER, NEW YORK

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PREPARED BY THE OFFICE OF RESOURCE ALLOCATION & PLANNING
IN COORDINATION WITH THE DEPARTMENT OF STUDENT DATA, TESTING & RECORDS

INTRODUCTION

This compilation of data was originally published in April 1981 as part of the District's preliminary three-year planning document. As the document's data-base, it reviewed several aspects of District instruction and operation including enrollment, student achievement and attainment, attendance, student mobility, and school holding-power. This data became the research base upon which the District's three-year plan was founded and from which its recommendations for improvement were developed.

Recommendations developed last year in the preliminary document are currently represented in several planning initiatives directed to improving District instruction and services. The three-year planning process developed this fall provides for a management system to address these recommendations. Specific operational objectives, work plan, timetable, and estimates of cost and required resources have been developed for each planning project. A list of these projects and an executive summary of the preliminary document have been included in this volume.

In order to extend the usefulness of the data-base in District planning, its contents will be updated and revised each year. This volume, the 1982-83 data-base, expands the scope of last year's compilation and improves its format and content. As in the original volume, data is presented longitudinally, e.g. the reading and math achievement of District students over the past eight years, or the graduation rates among seniors for the past five. When possible, information on city schools has been described in the frame of reference of statewide or national research.

Because the information in the data-base may be useful to others in the District, it has been published independently of the planning document this year. Since the primary purpose of the data-base is to identify important areas of unaddressed need and to establish a basis for planning, the scope and focus of the data contained in this volume are delimited by the planning perspective. Thus, as is true for use of any statistical information, it is important that this data be interpreted accurately and in context, particularly when it is used to support additional research or to draw conclusions. Either Dr. Roger F. Baglin, Department of Student Data, Testing and Records (325-4560, ext. 2468), or I (ext. 2535) will be happy to assist with analysis and interpretation of the information in this volume.

James A. Farrell

James A. Farrell
Project Manager
Three-Year Plan

December 1982

TABLE OF CONTENTS

EXECUTIVE SUMMARY . . . . . pp. 1-5

PLANNING PROJECTS . . . . . pp. 6-8

FINANCIAL ANALYSIS . . . . . pp. 9-10

CITY AND DISTRICT DEMOGRAPHY . . . . . pp. 11-30

B-1: Ethnic Distribution of City Population

B-2: Age Distribution of City Population

B-3: Ethnic Distribution of City Population
Under Five Years of Age

B-4: Ethnic Distribution of City Population
Age 5-17

B-5: District Enrollment and Minority-Nonminority Distribution
1970 through 1982

B-6: District Enrollment and Ethnic Distribution
1974 through 1982

B-7: District Enrollment K-12, By Grade
1975 through 1982

B-8: District Enrollment and Yearly Percentages of Change
Graded Students Only, 1975 through 1982

B-9: City Resident Students Enrolled in Nonpublic Schools
June 1982

ACHIEVEMENT . . . . . pp. 31-104

C-1: Distribution of Student Scores
Metropolitan Achievement Tests
Elementary Reading, 1975 to 1982

C-2: Distribution of Student Scores
Metropolitan Achievement Tests
Elementary Mathematics, 1975 to 1982

C-3: Distribution of Student Scores
Standardized Achievement Tests
Secondary Reading, 1975 to 1982

C-4: Distribution of Student Scores
Standardized Achievement Tests
Secondary Mathematics, 1975 to 1982

C-5: Trend Lines
Spring Metropolitan Achievement Tests
Elementary and Junior High Reading and Mathematics

C-6: Trend Lines
Spring Metropolitan Achievement Tests
Elementary, Junior High, and Senior High Reading

C-7: Trend Lines
Spring Metropolitan Achievement Tests
Elementary, Junior High, and Senior High Mathematics

C-8: Trend Lines
Spring Metropolitan Achievement Tests
Elementary, Secondary 7-9, and Secondary 10-12 Reading

C-9: Central Percentile Values
Spring Metropolitan Achievement Tests
1980, 1981, and 1982 Reading

C-10: Central Percentile Values
Spring Metropolitan Achievement Tests
1980, 1981, and 1982 Mathematics

C-11: Kindergarten Versus First Grade
Metropolitan Achievement Tests
Spring 1981, Spring 1982

C-12: Distribution of Student Scores
Metropolitan Achievement Tests
Elementary Reading, Spring 1982

C-13: Distribution of Student Scores
Metropolitan Achievement Tests
Elementary Mathematics, Spring 1982

C-14: Distribution of Student Scores
Metropolitan Achievement Tests
Secondary Reading, Spring 1982

C-15: Distribution of Student Scores
Metropolitan Achievement Tests
Secondary Mathematics, Spring 1982

C-16: Stanine Range Distribution
Actual Versus Expected
Metropolitan Achievement Tests
Reading and Mathematics, Spring 1982

C-17: Cohort Achievement Compared to Class to Class Achievement
Metropolitan Achievement Tests
Spring 1981 to Spring 1982
Grades 6 to 7, 7 to 8, 8 to 9

C-18: Time-on-Task Analysis
Achievement Change for Different Levels of Reading Instruction
Metropolitan Achievement Tests
Spring 1981 to Spring 1982

C-19: Students Scoring At or Above 90th Percentile and
At or Below 70th Percentile in Reading and Mathematics
Metropolitan Achievement Tests, Spring 1982

C-20: Students Scoring At or Above 88th Percentile
In Both Reading and Mathematics
Spring 1982 Metropolitan Achievement Tests

C-21: Students Scoring At or Above 88th Percentile
In Both Reading and Mathematics
Spring 1982 Metropolitan Achievement Tests
Ethnic Per Cent For Grade

C-22: Mathematics Cohort Achievement
Computer-Managed Instruction Versus Regular Instruction
Metropolitan Achievement Tests
Spring 1981 to Spring 1982 Schools No. 8 and 36

C-23: Central Percentile Values for District and Major Ethnic Groups
Metropolitan Achievement Tests
Elementary Reading, 1976 to 1982

C-24: Central Percentile Values for District and Major Ethnic Groups
Metropolitan Achievement Tests
Elementary Mathematics, 1976 to 1982

C-25: Central Percentile Values for District and Major Ethnic Groups
Standardized Achievement Tests
Secondary Reading, 1976 to 1982

C-26: Central Percentile Values for District and Major Ethnic Groups
Standardized Achievement Tests
Secondary Mathematics, 1976 to 1982

C-27: Achievement Levels for District and Major Ethnic Groups
Central Percentile Values

C-28: Distribution of Student Scores
Major Ethnic Groups
Spring 1982 Metropolitan Achievement Tests
Reading K-12

C-29: Distribution of Student Scores
Major Ethnic Groups
Spring 1982 Metropolitan Achievement Tests
Mathematics K-12

C-30: New York State Pupil Evaluation Program (PEP)
Percents Scoring Above State Reference Point
1973 through 1981
Reading, Grade 3

C-31: New York State Pupil Evaluation Program (PEP)
Percents Scoring Above State Reference Point
1973 through 1981
Mathematics, Grade 3

C-32: New York State Pupil Evaluation Program (PEP)
Percents Scoring Above State Reference Point
1973 through 1982
Reading, Grade 6

C-33: New York State Pupil Evaluation Program (PEP)
Percents Scoring Above State Reference Point
1973 through 1981
Mathematics, Grade 6

C-34: Preliminary Competency Tests
Percentages Scoring Above State Reference Points
Grade 8, Reading and Writing
1980 and 1981

C-35: Percent of Seniors Meeting Regents Competency Requirements
For Graduation: 1980, 1981, and 1982

C-36: Regents Competency Tests
January and June Administrations, 1982

ATTAINMENT . . . . . pp. 105-120

D-1: Percentages of Grade 9 Social Studies Students Placed in Regents and Non-Regents Social Studies Courses Fall of Year, 1977 through 1982

D-2: Grade 9 Social Studies Students Placed in Regents and Non-Regents Social Studies Courses Fall of Year, 1977 through 1982

D-3: Report Card Failing Marks Numbers and Percentages Final Marks, June 1982

D-4: Percent of Senior Graduates, June 1978 to June 1982

D-5: Percent of Graduates Receiving Regents and Local Diplomas 1978 to 1982

D-6: Regents Scholarships by School, 1977-78 through 1981-82

D-7: Percentages of Grade 12 October Enrollment Graduated Receiving Regents Diplomas, Receiving Regents Scholarships

ATTENDANCE . . . . . pp. 121-138

E-1: Attendance Rates New York State Big Five Cities Selected School Years, 1971-72 through 1981-82

E-2: Attendance Rates New York State Big Five Cities by Ranges of Grades 1980-81

E-3: Student Attendance by Period 1979-80 versus 1981-82 District

E-4: Student Attendance by Period 1979-80 versus 1981-82 Elementary

E-5: Student Attendance by Period 1979-80 versus 1981-82 Secondary

E-6: Excessive Absences Grades 7, 8, 9 Only 1980-81 versus 1981-82

E-7: School and Class Absences By Report Card Final Mark in English Regents and Non-Regents Courses, Grade 9 June 1982

E-8: Grade 8 Attendance Rates Comprehensive and Magnet Schools 1981-82

STUDENT MOBILITY . . . . . pp. 139-144

F-1: Student Mobility
1979-80 through 1981-82

F-2: Student Mobility
1981-82

SUSPENSION . . . . . pp. 145-162

G-1: Suspensions
Short-Term, Long-Term, Total
1978-79 through 1981-82

G-2: Short-Term Suspensions
Secondary, Elementary, Total
1978-79 through 1981-82

G-3: Secondary Short-Term Suspensions
Distribution by Grade
1981-82

G-4: Reasons for Short-Term Suspensions
Elementary and Secondary
1981-82

G-5: Long-Term Suspensions
Secondary, Elementary, Total
1978-79 through 1981-82

G-6: Long-Term Suspensions
Distribution by Grade
1981-82

G-7: Reasons for Long-Term Suspensions
Elementary and Secondary
1981-82

G-8: Long-Term Suspensions
Number by Month
1980-81 through 1982-83

STUDENT LOSS DATA . . . . . pp. 163-168

H-1: Status Four School Years Later (June 1981)
Of Ninth Graders Enrolled Fall 1977

H-2: District Losses by Grade
Five School Year Average Versus 1981-82

SPECIAL EDUCATION . . . . . pp. 169-176

I-1: Reasons for Referrals of Students
To Special Educational Services

I-2: Percents of Referrals as Potentially Handicapped
Placed and Not Placed in Special Education Programs

I-3: Placement of Special Education Students
By the Committee on the Handicapped

EXECUTIVE SUMMARY:

PRELIMINARY THREE-YEAR PLANNING DOCUMENT of the ROCHESTER CITY SCHOOL DISTRICT

WHY WAS THE DOCUMENT DEVELOPED?

The three-year planning document, endorsed by the Board of Education in spring 1982, is a statement of the City Schcol District's major intention and direction for the period September 1982 through June 1985. The planning document presents a series of recommendations that both the Superintendent and the Board endorse as priorities in the work of the District. These recommendations, made in the areas of elementary school instruction, secondary school instruction, specialized instruction (such as career education and bilingual education) and District management, are intended to improve the education and services that the District provides and will direct development of the District's budget during the three-year period.

As a first-year statement of District priorities, the preliminary document provided a basis for operational planning for the 1982-83 school year. As a perspective for planning and budget development for the following two years (1983-84 and 1984-85), the document will be revised annually according to continued assessment and in consideration of District resources. This revision will provide the District with a continuing three-year perspective in its educational and administrative planning.

ORGANIZATION OF THE PLANNING DOCUMENT

The planning document contains a data-base upon which an assessment of District instruction and operation has been developed, a narrative discussing the significance of this assessment in regard to District goals, and a series of recommendations directed to identified areas of educational need.

The document's data-base presents a profile of the District by examining several aspects of its operation including enrollment, student achievement and educational attainment, attendance, student mobility, and school holding-power. Data is presented longitudinally, e.g. the reading and math achievement of District students over the past six years, or the attendance rates in city schools for the past four. This comparison of data over a period of several years allows the District to identify and examine trends relating to its operation: are elementary school students improving in reading achievement? have attendance rates improved or declined? how has District enrollment changed during the past decade? Careful study of the information contained in the data-base enables the District to identify areas of instructional or administrative need which remain unaddressed and to establish priorities for the use of its resources. The data-base will be updated annually in order to support continued assessment and planning.

The narrative contained in the planning document is a discussion of the status of District services and organization based upon the information presented in the data-base. The strengths and shortcomings of District instruction and operation are examined and placed in the context of national research on public education. As areas of District need are identified in the narrative, specific recommendations are made to address these needs and to suggest projects for improvement which may be carried out during the three-year planning period.

DOCUMENT SUMMARY

Following is a synopsis of the data, discussion, and recommendations contained in the text of the planning document:

Elementary Instruction

The primary focus of the District's elementary schools will continue to be development of students' basic skills. District elementary school students have shown improvement in reading and math since the mid-1970's, improvement which can be traced to a combination of initiatives: introduction of strong language arts and math programs, provision of uninterrupted classroom time for basic skills instruction, careful monitoring and evaluation of students' performance, and extensive programs of staff inservice. In most recent testing (1981), 51% of District elementary school students scored above the national average on standardized achievement tests in reading, compared to 36% in 1975. In math, 61% of District elementary grade students achieved above the national norm in 1981, compared to 38% in 1975.

The District will focus on extending the reading and math achievement of its elementary school students during the next three years. Remedial services for children whose achievement falls below national standards are an important part of this emphasis. Computer-managed instruction, which has been an aid in raising the scores of District students from the lowest achievement quarters, will be developed to support students' improvement in basic skills during the three-year planning period.

In addition to its focus on reading and math instruction, the District will emphasize development of students' writing skills and will provide social studies and science instruction on a semester basis in all elementary schools. Music, art and physical education will continue to be regarded as part of a well-rounded, fundamental elementary school program.

Secondary Instruction

District secondary schools have as a major responsibility the preparation of young people for productive lives in society and for a variety of futures in higher education and the world of work. The District addresses the diversity of its students' abilities and aspirations by offering three types of secondary schools: comprehensive, magnet, and vocational.

While there have been improvements in the reading and math achievement of District secondary school students since 1975, these have not matched the gains made in District elementary schools. Fifty-eight percent of District high school students scored below the national norm on standardized reading achievement tests in 1981; 49% scored below the national average in math. In addition, District high schools show a sizable and increasing proportion of 9th-graders placed in non-Regents programs, and a decreasing proportion of seniors who complete requirements for Regents diplomas. Coupled with these concerns regarding students' achievement are concerns regarding their attendance and behavior and the holding-power of District secondary schools.

In order to revitalize the programs and environment in its secondary schools, the District will focus energies during the next three years on development of a plan for secondary education. The plan will (1) outline the purposes of District secondary schools, (2) define the relationship among comprehensive, magnet and vocational schools, (3) establish a basis for improved academic standards and student achievement, and (4) establish a basis for insuring in District secondary schools an environment conducive to learning.

The secondary school plan will encompass a series of projects developed to achieve its four major goals. These will include projects designed to improve attendance rates in District high schools; provide strengthened academic offerings at the junior high level that anticipate Regents placement; support students' transition from elementary to secondary school; reduce drop-out rates and assure more accurate tracking of school drop-outs; increase the proportion of students in more demanding academic subjects; and coordinate recruitment and placement procedures for District secondary schools. The completed plan will provide districtwide perspective and direction for secondary education in Rochester.

Related Secondary Instructional Issues

In coordination with development of the secondary school plan, the District will address four related aspects of secondary education during the next three years:

Transition from Elementary to Secondary School

The junior high grades are critical points in students' transfer from the requirements of elementary school to those of secondary education. In the City School District the break between K-6 and 7-12 instruction poses difficulties for students, who are confronted as they enter 7th grade with academic and personal demands different from those with which they were familiar in elementary school. Each student must now work with several teachers, move regularly between classes, and accept responsibility for attending classes and for being on time. Currently, it is at the junior high level that the locus of the District's problems in attendance and student misbehavior occur, and where the gap between students' achievement in elementary and secondary school is most pronounced.

The need for more effective transition of students from elementary to secondary school will be addressed in part through creation of 7th/8th grade clusters within each 7-12 building. This "clustering" will enable the District to more effectively coordinate the educational program for 7th and 8th graders, and provide an environment that is at once less contained than the elementary school's but more controlled than the senior high's. An educational plan designed for each student while he is in 8th grade will help coordinate his senior high program, and strengthened junior high courses will help prepare students for the requirements of Regents coursework.

Magnet Schools

The District's magnet programs are an important part of its secondary school system. These programs have demonstrated both attractiveness to families and holding-power, and show evidence of high student attendance rates, strong parental and community support, and staff commitment.

The District plans to continue its existing magnet programs, including the three new magnets opened in fall 1982 at Jefferson, Franklin and Charlotte. However, with financial support from the federal government decreasing, these programs will need to reflect the same cost-efficiency in their operation and planning as the overall secondary system. The cost-effectiveness and administrative coordination of magnet programs will be addressed by the District as one of its three-year planning projects.

Remediation

Many District secondary school students with low achievement benefit from remedial reading and math programs currently offered and are able with assistance to complete Regents Competency requirements. Some students have such serious deficiencies in basic skills that existing remedial programs cannot effectively address their needs. For these students, the District will consider an alternative program which restructures the high school schedule to allow greater amounts of time for intensive remediation in reading, writing and math. This program will incorporate (1) an individualized educational plan for each student, (2) block scheduling of uninterrupted periods of time for reading, math and writing, (3) world-of-work experiences, including part-time employment, and (4) guidance services that combine school and community resources. Its goals will be to increase the likelihood of students who are potential drop-outs completing school, attaining a secondary school diploma, and graduating with preparation for employment.

Writing and Communications

Reading, mathematics and writing are the areas of knowledge in which New York State requires secondary school students to demonstrate their competency before graduating. Unlike reading and math, writing is not considered a subject area in secondary school instruction but is taught as one of several emphases in the English curriculum. The relatively low performance of District students on Preliminary Competency Tests in writing, along with the increasing importance of communications skills in employment and higher education, underlines a need to place greater emphasis throughout the K-12 organization on development of students' writing skills.

During the three-year planning period, the District will develop plans to ensure a strong instructional program in writing for both elementary and secondary school students. Initiatives will include completion of the writing curriculum (Rochester Writing Program) for grades 1-12 and inservice of staff; extension of writing instruction into content areas; continuation and expansion of computer instruction for competency preparation and to help develop new programs for Regents and Honors students; development of a writing component for the ESS program and of additional writing projects to accompany QUEST; coordination of the Rochester Writing and Open Court programs at the secondary school level.

District Instruction (K-12) and Administration

Several aspects of District instruction and operation which extend throughout the K-12 organization will be addressed during the three-year planning period. The District will develop plans to formally recognize achievement and academic excellence in city schools; monitor the effectiveness of the new Homework Policy; coordinate District resources on behalf of the education of its non-English students; monitor the effectiveness of the new Special Education Plan and procedures for special education referral; revise and update District programs of sex education and family life; provide systematic coordination of career and educational guidance resources in the secondary school program; address the educational needs of high-achieving students, particularly those students now graduating from city elementary schools with high academic performance in reading and math; extend opportunities for the involvement of individual parents in the education of their children; monitor the

effectiveness of the revised Student Transfer Policy; and review the efficiency of the District's new administrative organization.

DEVELOPMENT OF RECOMMENDATIONS INTO PROJECTS

For each recommendation contained in the planning document, the District will design a project with specific objectives and schedule for completion. A project manager will be assigned to each project, with the responsibility to outline activities necessary for its successful completion. Each project will be monitored and evaluated in order to assess the extent to which it meets the objectives of the planning recommendation as well as its overall impact on the effectiveness of District services. Implementation of all aspects of the planning recommendations will be supervised by Dr. James Farrell, on special assignment to the office of Resource Allocation and Planning and to the Superintendent.

An important aspect of each project's work plan will be estimation of expenses and analysis of the resources which that project will require. Expense and resource projections for each school year will be completed in the fall of the previous year, in order to allow the planning projects to be reviewed, revised if necessary, and incorporated into the District's budget. The Superintendent will release an updated "planning perspective" in January describing the status of planning recommendations and projects. This perspective will serve as an introduction to development of the District's budget for the coming school year.

FOR MORE INFORMATION ABOUT THE PLANNING DOCUMENT. . . .

Persons interested in studying the three-year planning document more closely may examine a copy in the District's Office of Community Information Services or at the Rundel and local branches of the Rochester Public Library. Organizations interested in a presentation of the contents of the planning document may contact Dr. James Farrell (325-4560, ext. 2535). Questions regarding the document may also be directed to Dr. Farrell.

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THREE-YEAR PLANNING RECOMMENDATIONS

PROJECT	PROJECT MANAGER	PLANNING OBJECTIVE
AUTOMATION AND DATA-PROCESSING	WILMER O'CONNELL	Develop a planning process for the deployment of District data-processing resources that will allow (1) continuation of previous services, (2) extension of data-processing services to additional areas of instruction, (3) integration of instructional and administrative needs in a single system of data-processing services.
BILINGUAL EDUCATION	REBECCA TORRES	Coordinate District resources on behalf of the education of non-English dominant students.
CAREER GUIDANCE	JOHN McGUIRE	Provide systematic coordination of career and educational guidance resources in the secondary school program.
COMPUTER-ASSISTED INSTRUCTION	JOAN M. SHATTUCK	Design and implement a remedial reading and math program which incorporates computer-assisted instruction in order to improve the achievement of elementary school students scoring below the national norm.
DISTRICT MANAGEMENT (CENTRAL OFFICE ORGANIZATIONAL DEVELOPMENT)	PETER McWALTERS	Develop a mechanism for continuing assessment of the new Central Office organizational structure; identify and implement an appropriate problem-solving and inservice design which will insure that the objectives outlined at the time of the adoption of the matrix structure are understood and guiding personnel behavior.
ELEMENTARY SCHOOL PROGRAM DESIGN	ANN D. WEINTRAUB	Implement in District elementary schools uniform social studies and science programs which can be integrated with instruction in other areas, such as writing, for the purpose of developing students' skills in problem-solving and reasoning.
FRANKLIN SKILLS CLUSTER	DENNIS McGUIRE	Develop an alternative program for secondary school students with severe deficiencies in basic skills, which will result for participants in extension of predicted level of school completion, increased likelihood of attaining a secondary school diploma, and improved preparation for employment.

PROJECT	PROJECT MANAGER	PLANNING OBJECTIVE
HOMEWORK POLICY	JOSEPHINE KEHOE ALICE YOUNG	Develop a Homework Policy that establishes in all District schools consistent expectations and standards for out-of-school assignments. The new policy should be implemented districtwide and its effectiveness should be assessed during the three-year planning period.
MAGNET SCHOOLS	PAUL G. STROLLO	Design and implement a work plan that provides for (1) continuation of existing magnet programs, (2) implementation of proposed magnet programs, (3) transfer of Douglass magnet to Charlotte, and (4) coordination of magnet school development with districtwide secondary school planning.
PARENT INVOLVEMENT	SAMUEL McCREE	Extend opportunities for the involvement of individual parents in the education of their children.
PROGRAM OPPORTUNITIES FOR HIGH-ACHIEVING STUDENTS	SAMUEL MONTELLO	Address the educational needs of high-achieving students, particularly those students now graduating from city elementary schools with high academic performance in reading and math.
RECOGNITION OF EXCELLENCE	BENJAMIN RICHARDSON	Develop a process through which academic excellence and achievement may be formally recognized each year in city schools.
SECONDARY SCHOOL PLAN	JOSEPHINE KEHOE	Develop and implement an educational plan for secondary schools that provides districtwide perspective and direction to secondary education in Rochester.
SECONDARY SCHOOL REMEDIAL PLACEMENT	JOHN McGUIRE	Develop improved student placement procedures for secondary school remedial programs that will result in a closer relationship between policies for student eligibility and student scheduling practices.
7th/8th GRADE CLUSTERS	JOSEPHINE KEHOE	Design and implement a 7th/8th grade cluster organization in each comprehensive secondary school in order to support students' transition from elementary school to junior high.

PROJECT	PROJECT MANAGER	PLANNING OBJECTIVE
SEX EDUCATION AND FAMILY LIFE	LAWRENCE D. PERKINS	Design and deliver improved programs of sex education and family living in District elementary and secondary schools.
SPECIAL EDUCATION SERVICES	ELEANOR H. BURGESS	Assess the new Special Education Plan and the new system for referral and screening of students suspected to have handicapping conditions.
STUDENT EQUITY AND PLACEMENT	MANUEL J. RIVERA	Assess the impact of the revised Policy of Student Transfer on reduction of racial imbalance in District schools.
WRITING AND COMMUNICATIONS	DAVID WOOD	Develop plans to insure a strong instructional program in writing to both elementary and secondary school students.

Financial Analysis

APPENDIX A

FINANCIAL ANALYSIS

Publication of the planning document takes place in the fall in order that specific planning projects may be discussed early in the school year and revised if necessary for inclusion in the coming year's budget. The District's financial projections are governed by timelines inconsistent with this publication schedule (e.g. state and federal budget projections are not available until January of each year).

The District's 1983-84 financial analysis, an integral element of the data-base and planning process, will be available from the Office of Business Services in January 1983. When available, this financial projection will be incorporated into the data-base and the Superintendent's updated planning perspective (to be released in January 1983).

City & District Demography

APPENDIX B

CITY AND DISTRICT DEMOGRAPHY

Appendix B provides an analysis of changes in city population during the past 20 years, and in District enrollment during the past 13.

Population in the city of Rochester declined 7% between the census years 1960 and 1970, and an additional 18.4% between 1970 and 1980 (see Table B-1). In the last two decades, the city's nonwhite population tripled, while its white population decreased by 43%. Consequently, percentages of change in Rochester's ethnicity are more affected by decreases in the white population than to corresponding increases in the number of nonwhites. Over the course of the past three censuses, the city has also changed in the age distribution of its population, with decreases in preschool and school-age populations (Table B-2).

Enrollment in Rochester's public schools has declined 26% since October 1970 (see Table B-5), and during the same period minority enrollment increased 26% (Table B-5). As in the case of city population, the District's change in ethnicity represents a decrease in the number of whites and increase in the number of minority students.

Changes in District enrollment by grade level since October 1975 are presented in Table B-7. In addition to the generally decreasing numbers of children entering kindergarten each year, District enrollment has been affected by losses of students within grade groupings from year to year. These losses have been most pronounced at the senior high level.

During the 1981-82 school year 7,903 city residents were enrolled as students in parochial and private schools, a figure which equals 22.7% of the District's enrollment that school year (Table B-9).

An annual analysis of District demography is available in the "Enrollment Report" published by the Department of Student Data, Testing and Records.

TABLE B-1

ETHNIC DISTRIBUTION OF CITY POPULATION

This table, derived from United States census data, shows population residing within Rochester's city limits for the years 1960, 1970 and 1980.

Total city population has declined since 1960, and its ethnic distribution has changed. In 1980 there were 76,870 fewer city residents than in 1960. During the same period, white population in the city decreased by 126,281 persons and nonwhite population increased by 49,411.

TABLE B-1

ETHNIC DISTRIBUTION OF CITY POPULATION

		1960	1970	1980
TOTAL		318,611	296,233	241,741
WHITE	NUMBER	294,383	244,118	168,102
	PERCENT	92.4%	82.4%	69.5%
NON-WHITE	NUMBER	24,228	52,115	73,639
	PERCENT	7.6%	17.6%	30.5%

*Derived from United States census data.

TABLE B-2

AGE DISTRIBUTION OF CITY POPULATION

This table, based upon United States census data, is a profile of the distribution of Rochester's population by age in the three census years 1960, 1970 and 1980. The data allows analysis of pre-school (under 5 years old), "school-age" (ages 5-17), and post-secondary school-age (ages 18 and over) groups.

The preschool-age city population has decreased over the three periods, with the greatest decrease between 1970 and 1980 (a decrease of 9,374 children). The 1980 preschool-age population is the lowest in proportion to the overall city population of the three census years.

Rochester's school-age population, stable from 1960 to 1970, decreased by 16,938 from 1970 to 1980. The 1980 school-age population is the lowest in proportion to the overall city population of the three census years.

In contrast to both preschool and school-age populations, the proportion of city residents aged 18 and older increased from 1970 to 1980, although the total number of residents 18 and older decreased.

TABLE B-2

AGE DISTRIBUTION OF CITY POPULATION

		1960	1970	1980
TOTAL		318,611	296,233	241,741
AGE UNDER 5	NUMBER	32,039	27,765	18,391
	PERCENT	10.1%	9.4%	7.6%
AGE 5-17	NUMBER	62,106	62,943	46,005
	PERCENT	19.5%	21.2%	19.0%
AGE OVER 17	NUMBER	224,466	205,525	177,345
	PERCENT	70.5%	69.4%	73.4%

Derived from United States census data.

TABLE B-3

ETHNIC DISTRIBUTION OF CITY POPULATION
UNDER FIVE YEARS OF AGE

This table provides an analysis of the ethnic distribution of city preschool population for the three census years 1960, 1970 and 1980.

There has been a decrease during this time in the city's white preschool population. Between 1970 and 1980, the number of white city residents under five years old decreased by 50%.

In the same decade, there was a slight increase in the city's nonwhite preschool population (7.8%).

TABLE B-3

ETHNIC DISTRIBUTION OF CITY POPULATION UNDER FIVE YEARS OF AGE

		1960	1970	19ℇ0
TOTAL		32,039	27,765	18,391
WHITE	NUMBER	27,400	20,045	10,062
	PERCENT	85.5%	72.2%	54.7%
NON-WHITE	NUMBER	4,639	7,720	8,329
	PERCENT	14.5%	27.8%	45.3%

Derived from United States census data.

TABLE B-4

ETHNIC DISTRIBUTION OF CITY POPULATION AGE 5-17

This table provides an ethnic analysis of the city's school-age population for the census years 1970 and 1980.

During this ten-year period, there was a 50% reduction in the city's white school-age population. Over the same period, the city's nonwhite school-age population increased by 34.7% (5,837 persons). In 1980, Rochester's school-age population was comprised of equal proportions of whites and nonwhites.

TABLE B-4

ETHNIC DISTRIBUTION OF CITY POPULATION AGE 5-17

		1970	1980
TOTAL		62,943	46,005
WHITE	NUMBER	46,152	23,377
	PERCENT	73.3%	50.8%
NON-WHITE	NUMBER	16,791	22,628
	PERCENT	26.7%	49.2%

Derived from United States census data.

TABLE B-5

DISTRICT ENROLLMENT

AND MINORITY-NONMINORITY DISTRIBUTION

1970 THROUGH 1982

This table provides an analysis of the minority and nonminority proportions of District enrollment for 13 school years (October 1970 through October 1982).

District enrollment decreased by 26% during this period. Enrollment of nonminorites (whites) decreased by 56% (16,139). Over the same period, minority enrollment increased by 26% (4,371). Both minority and nonminority enrollments have generally decreased since October 1975.

The proportion of minority students enrolled in District schools is presented for each of the 13 years. Since 1975, minority students have accounted for more than 50% of District enrollment. In October 1982, minority students constituted 63.0% of District enrollment.

TABLE B-5

DISTRICT ENROLLMENT AND
MINORITY-NONMINORITY DISTRIBUTION
1970 TO 1982

	1970	1971	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981	1982
DISTRICT ENROLLMENT	45,854	44,352	43,586	42,547	42,370	42,901	40,995	39,253	37,173	35,255	35,284	34,563	34,086
NONMINORITY ENROLLMENT	28,764	26,218	24,585	22,747	21,793	21,195	19,331	17,649	16,185	14,828	14,373	13,425	12,625
MINORITY ENROLLMENT	17,090	18,134	19,001	19,800	20,577	21,706	21,664	21,604	20,988	20,427	20,911	21,138	21,461
PERCENT MINORITY	37.3%	40.9%	43.6%	46.5%	48.6%	50.6%	52.8%	55.0%	56.5%	57.9%	59.3%	61.2%	63.0%

Derived from City School District enrollment and ethnic reports: October of school year.
Figures do not include prekindergarten.

Nonminority is defined as "Caucasian," according to the District's ethnic codes.
Minority is defined as all ethnic codes other than Caucasian.

TABLE B-6

DISTRICT ENROLLMENT

AND ETHNIC DISTRIBUTION

1974 THROUGH 1982

This table provides an analysis of white, black, and Hispanic enrollments in city schools from October 1974 through October 1982.

While the number of black students enrolled has decreased slightly over this period, the proportion of District enrollment blacks represent has increased 9.0%.

The number of Hispanic students enrolled in city schools has increased by 19.6% since 1975. Their proportion of District enrollment was 10.6% in October 1982.

TABLE B-6

DISTRICT ENROLLMENT AND
ETHNIC DISTRIBUTION
1974 TO 1982

		1974	1975	1976	1977	1978	1979	1980	1981	1982
DISTRICT ENROLLMENT		42,370	42,901	40,995	39,253	37,172	35,255	35,284	34,563	34,086
CAUCASIAN	NUMBER	21,793	21,195	19,331	17,649	16,184	14,828	14,373	13,425	12,625
	PERCENT	51.4%	49.4%	47.2%	45.0%	43.5%	42.1%	40.7%	38.8%	37.0%
BLACK	NUMBER	17,334	18,096	18,081	17,940	17,353	16,759	17,078	16,964	17,005
	PERCENT	40.9%	42.2%	44.1%	45.7%	46.7%	47.5%	48.4%	49.1%	49.9%
SPANISH SURNAME	NUMBER	3,008	3,347	3,274	3,324	3,269	3,226	3,263	3,425	3,599
	PERCENT	7.1%	7.8%	8.0%	8.5%	8.8%	9.2%	9.2%	9.9%	10.6%
OTHER	NUMBER	235	263	309	340	366	442	570	749	857
	PERCENT	0.6%	0.6%	0.8%	0.9%	1.0%	1.3%	1.6%	2.2%	2.5%

Derived from City School District enrollment and ethnic reports: October of school year.

Figures do not include prekindergarten.

"Other" category includes American Indian, East Indian, Oriental, and nondesignated ethnic codes.

TABLE B-7

DISTRICT ENROLLMENT

K-12

BY GRADE

1975 THROUGH 1982

This table provides an analysis of District enrollment by grade from October 1975 through October 1982.

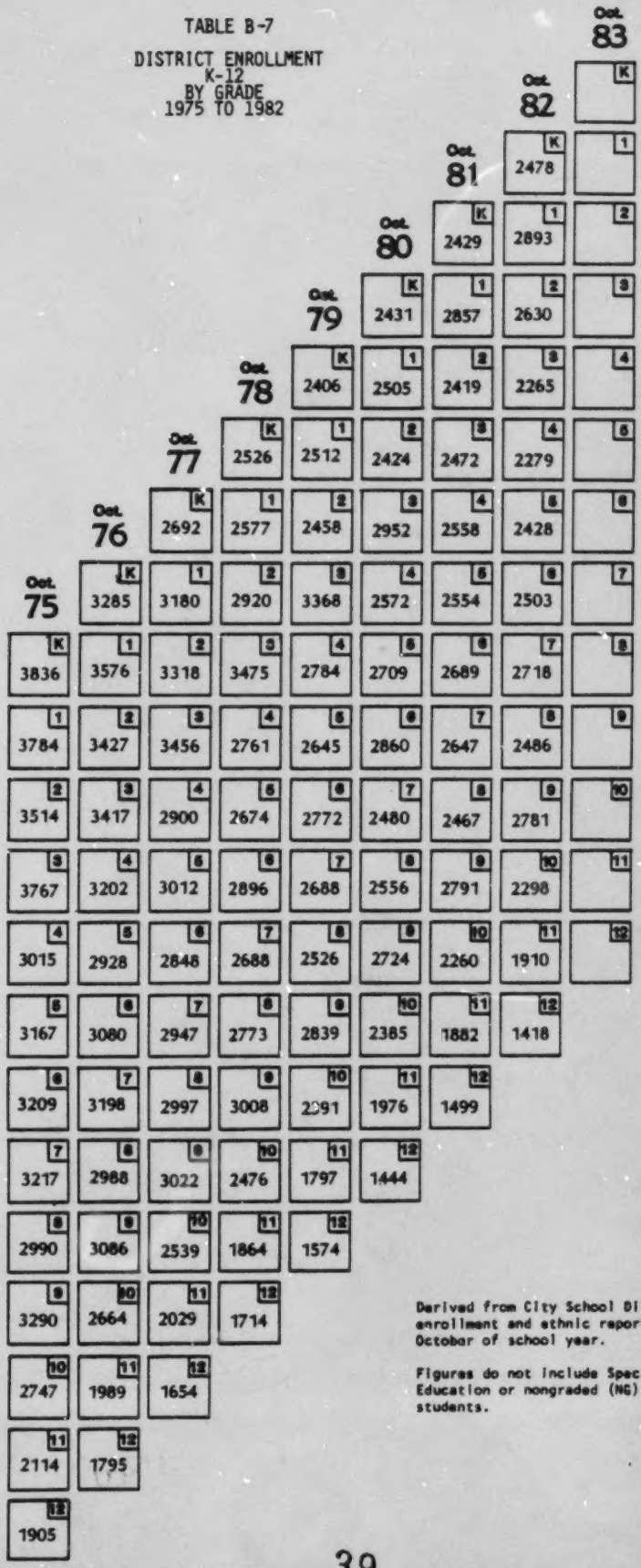
The table allows comparison of enrollment by grade during those years for the District's graded K-12 organization. For example, the District's kindergarten enrollment was 3,836 in October 1975, 3,285 in October 1976, 2,692 in October 1977, etc. (upward diagonal analysis).

The table also allows analysis of the District's K-12 enrollment by grade for a single year (vertical analysis).

Finally, the table allows examination of the District's holding power from grade to grade over the eight-year period (horizontal analysis).

TABLE B-7

DISTRICT ENROLLMENT
K-12
BY GRADE
1975 TO 1982



Derived from City School District enrollment and ethnic reports: October of school year.

Figures do not include Special Education or nongraded (NG) students.

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TABLE B-8

DISTRICT ENROLLMENT
AND YEARLY PERCENTAGES OF CHANGE
GRADED STUDENTS ONLY
1975 THROUGH 1982

This table provides a summary of elementary graded, secondary graded, and total District graded enrollment for each school year from October 1975 to October 1982. It also indicates change in enrollment from year to year; this change is expressed for each year as a percentage of the previous year's enrollment. Finally, it shows the change each year from the base year 1975, expressed as a cumulative percentage.

There have been consistent decreases in enrollment at both elementary and secondary school levels, with the exception of a slight increase at secondary in October 1982. The rate of decline at both of these levels has moderated substantially in the three most recent years (October 1980, October 1981, and October 1982).

TABLE B-8

DISTRICT ENROLLMENT AND
YEARLY PERCENTS OF CHANGE
GRADED STUDENTS ONLY
1975 TO 1982

		1975	1976	1977	1978	1979	1980	1981	1982
ELEMENTARY (K-6)	ENROLLMENT	24,292	22,915	21,406	19,829	18,945	18,453	17,978	17,476
	PERCENT CHANGE FROM PREVIOUS YEAR		-5.7%	- 6.6%	- 7.4%	- 4.5%	- 2.6%	- 2.6%	- 2.8%
	PERCENT CHANGE FROM 1975		-5.7%	-11.9%	-18.7%	-22.0%	-24.0%	-26.0%	-28.1%
SECONDARY (7-12)	ENROLLMENT	16,263	15,720	15,188	14,523	13,815	13,565	13,546	13,611
	PERCENT CHANGE FROM PREVIOUS YEAR		-3.3%	-3.4%	- 4.4%	-4.9%	-1.9%	-0.2%	+ 0.5%
	PERCENT CHANGE FROM 1975		-3.3%	- 6.6%	-10.7%	-15.1%	-16.6%	-16.7%	-16.3%
TOTAL (K-12)	ENROLLMENT	40,555	38,635	36,594	34,352	32,760	32,018	31,524	31,087
	PERCENT CHANGE FROM PREVIOUS YEAR		-4.7%	- 5.3%	- 6.2%	- 4.7%	- 2.3%	- 1.6%	- 1.4%
	PERCENT CHANGE FROM 1975		-4.7%	- 9.8%	-15.3%	-19.2%	-21.1%	-22.3%	-23.3%

Derived from City School District enrollment and ethnic reports: October of school year.

Figures do not include Special Education or nongraded (NG) students.

TABLE B-9

CITY RESIDENT STUDENTS
ENROLLED IN NONPUBLIC SCHOOLS
JUNE 1982

This table provides an analysis of city resident enrollment in parochial and private schools during the 1981-82 school year.

A total of 7,903 city residents were enrolled in parochial and private schools during this period. This is equivalent to 22.7% of the District's enrollment. The percentage of District enrollment in these nonpublic schools varies from grade to grade, reaching a high of 30.4% in grade 12. This percentage at grade 12 is due more to the small District enrollment at this grade than to the actual number enrolled in parochial and private schools.

TABLE B-9

CITY RESIDENT STUDENTS
ENROLLED IN NONPUBLIC SCHOOLS
JUNE 1982

GRADE	NUMBER	PERCENT OF RCSD OCTOBER GRADE ENROLLMENT
K	723	29.8
1	735	25.7
2	599	24.8
3	575	23.3
4	598	23.4
5	646	25.3
6	656	24.4
7	684	25.8
8	535	21.7
9	507	18.2
10	516	22.8
11	484	25.7
12	456	30.4
NG	156	6.2
MISCELLANEOUS	33	
TOTAL	7903	22.7

Excludes those in Urban Suburban Program (N=757).

Achievement

APPENDIX C
ACHIEVEMENT

This section presents District achievement profiles of students' performance on standardized achievement tests, New York State Pupil Evaluation Program (PEP) tests, state Regents Competency Tests (RCT), and Preliminary Competency Tests (PCT).

Figures C-1 through C-29 provide a variety of analyses of standardized achievement tests administered to District students. Since 1975, student performance has improved districtwide in elementary and secondary school in both reading and math. The greatest gains are at the elementary school level and are obvious among sixth graders who have had the longest period of exposure to revised reading and math programs first introduced in 1975. Projected trendlines of student performance at elementary and secondary levels in both reading and math, developed using baseline test data derived from test adminstrations 1975-1982, show increases in student performance in reading and math at the elementary level and less significant increase in reading at the junior high level. The trendline projection suggests no significant increase in junior high students' performance in math.

Achievement in reading and math at both elementary and secondary levels shows improvement since 1976 (C-23 through C-27). Improvement is evident among all major ethnic groupings in the District. The highest level of achievement is evident in elementary mathematics (C-23 through C-27). The lowest level of performance is in secondary reading, where achievement lags in 1982 are most pronounced at grades 10, 11 and 12 (C-9).

Figures C-30 through C-33 show District students' reading and mathematics performance since fall 1973 on the state PEP tests at grades 3 and 6, in comparison to statewide performance figures and those of the Big 5 cities. District percentages of pupils scoring above the state reference point have increased in both subjects at both grade levels. Since 1973, when in all cases District percentages were below those of the state and the Big 5 cities, Rochester has either surpassed the state and the Big 5 cities (grade 3 and grade 6 reading) or approached their scores (grade 3 and grade 6 math).

This section also provides analysis of students' performance on Preliminary Competency Tests at grade 8 in reading and writing, students' performance on Regents Competency Tests, and the percentage of seniors meeting Regents Competency requirements for graduation.

Additional testing data is available in "School Profiles," published annually by the Department of Student Data, Testing and Records.

FIGURE C-1

DISTRIBUTION OF STUDENT SCORES
METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY READING
1975 TO 1982

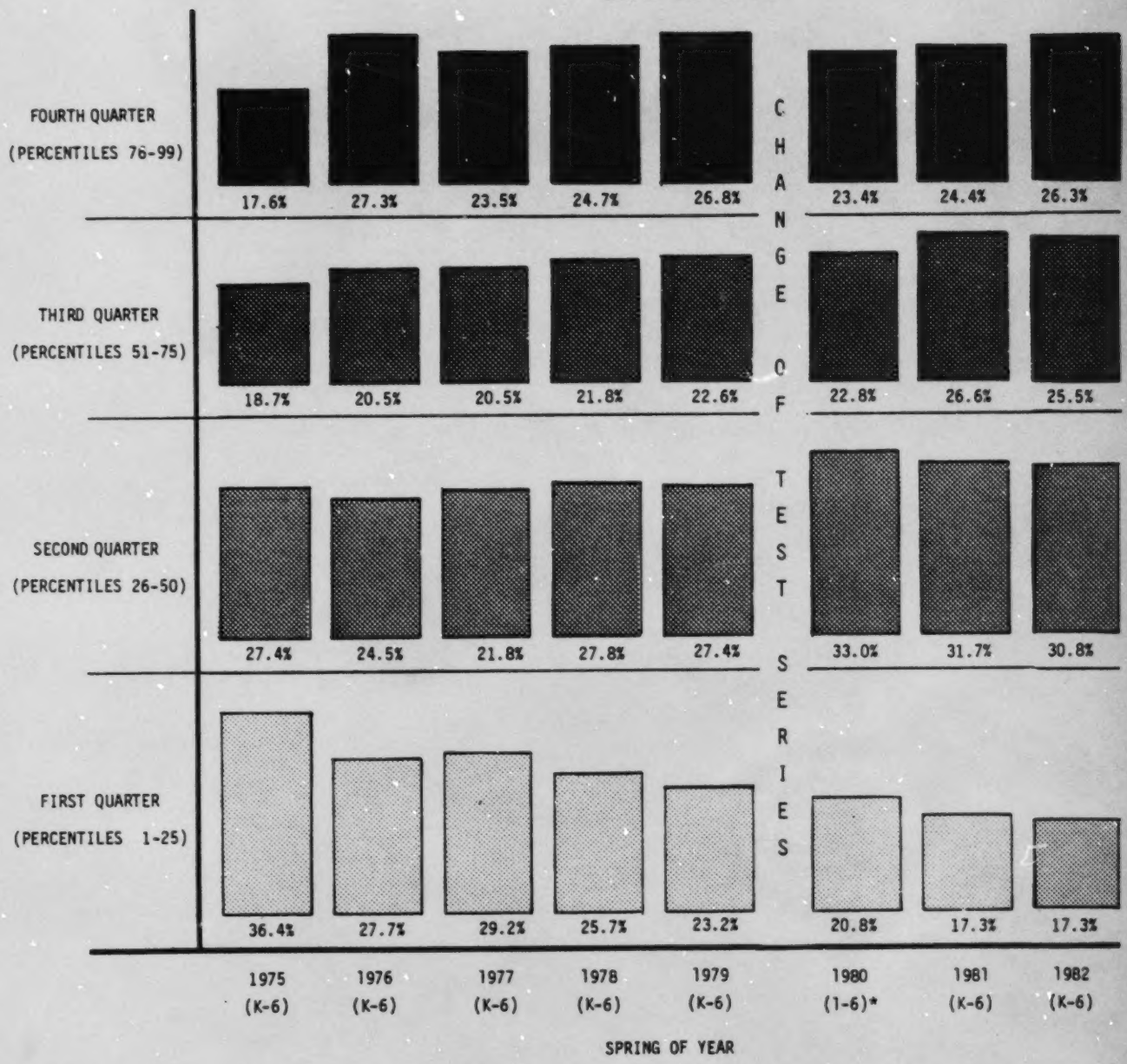
This figure displays grade K through 6 reading achievement scores for the Metropolitan test administrations from 1975 through 1982. Scores are grouped by nationally normed achievement quarters.

The overall trend of K-6 reading scores during the years shown is toward higher achievement. The lowest or first quarter group decreased from 36 per cent in 1975 to 17 per cent in 1982, while the highest or fourth quarter group increased from 18 per cent in 1975 to 26 per cent in 1982. The proportion of students tested who scored above the 50th percentile increased from 36 per cent in 1975 to 52 per cent in 1982.

The figure is broken by the words "CHANGE OF TEST SERIES" between 1979 and 1980. At that time the District adopted a new version of the Metropolitan Achievement Tests (1978 edition). Norming comparisons of the two tests suggest that the effect of this change of test series in reading at grades 1 through 6 was that the earlier test series tended to overstate achievement relative to the later test series.

FIGURE C-1

DISTRIBUTION OF STUDENT SCORES METROPOLITAN ACHIEVEMENT TESTS ELEMENTARY READING 1975 TO 1982



*No kindergarteners' tests were scored in spring 1980.

Test series changed between the spring 1979 and spring 1980 administration. In reading, at grades 1 through 6, the earlier test tends to overstate achievement relative to the later test. At the kindergarten level, the relationship is uncertain. See narrative.

FIGURE C-2

DISTRIBUTION OF STUDENT SCORES
METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY MATHEMATICS
1975 TO 1982

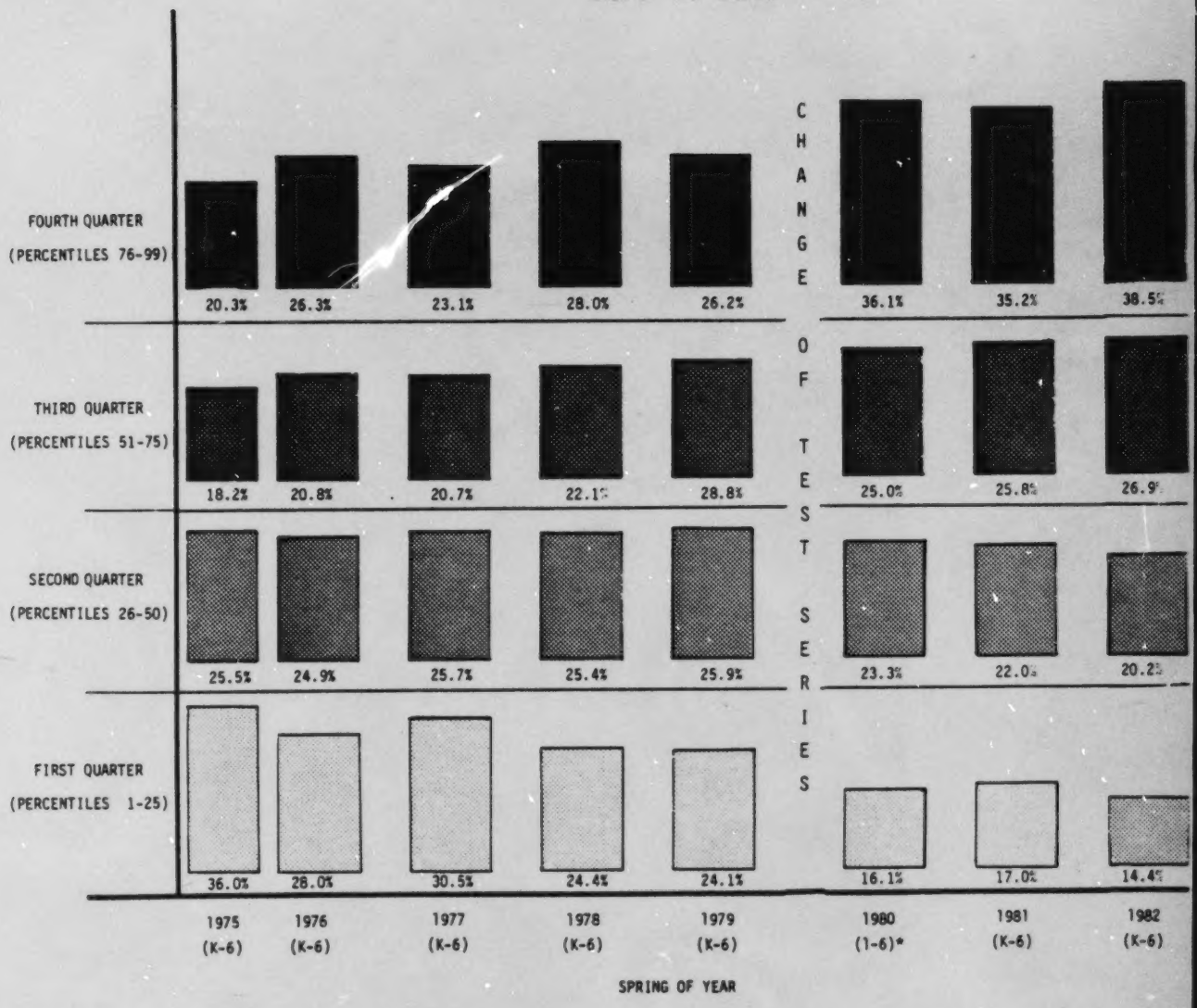
This figure displays grade K through 6 mathematics achievement scores grouped into national norm achievement quarters for Metropolitan test administrations from 1975 through 1982.

The trend of K-6 mathematics scores during the years shown is toward higher achievement. The lowest or first quarter group decreased from 36 per cent in 1975 to 14 per cent in 1982, while the highest or fourth quarter group increased from 20 per cent in 1975 to 39 per cent in 1982. The proportion of students tested who scored above the 50th percentile increased from 38 per cent in 1975 to 65 per cent in 1982.

The figure is broken by the words "CHANGE OF TEST SERIES" between 1979 and 1980. At that time the District adopted a new version of the Metropolitan Achievement Tests (1978 edition). Norming comparisons of the two tests suggest that in mathematics at grades 1 through 6, the overall effect of this change of test series is negligible. At kindergarten, the relationship is uncertain.

FIGURE C-2

DISTRIBUTION OF STUDENT SCORES METROPOLITAN ACHIEVEMENT TESTS ELEMENTARY MATHEMATICS 1975 TO 1982



*No kindergarteners' tests were scored in spring 1980.

Test series changed between the spring 1979 and spring 1980 administrations. In mathematics, at grades 1 through 6, the earlier test is approximately equivalent to the later test. At the kindergarten level, the relationship is uncertain. See narrative.

FIGURE C-3

DISTRIBUTION OF STUDENT SCORES
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY READING
1975 TO 1982

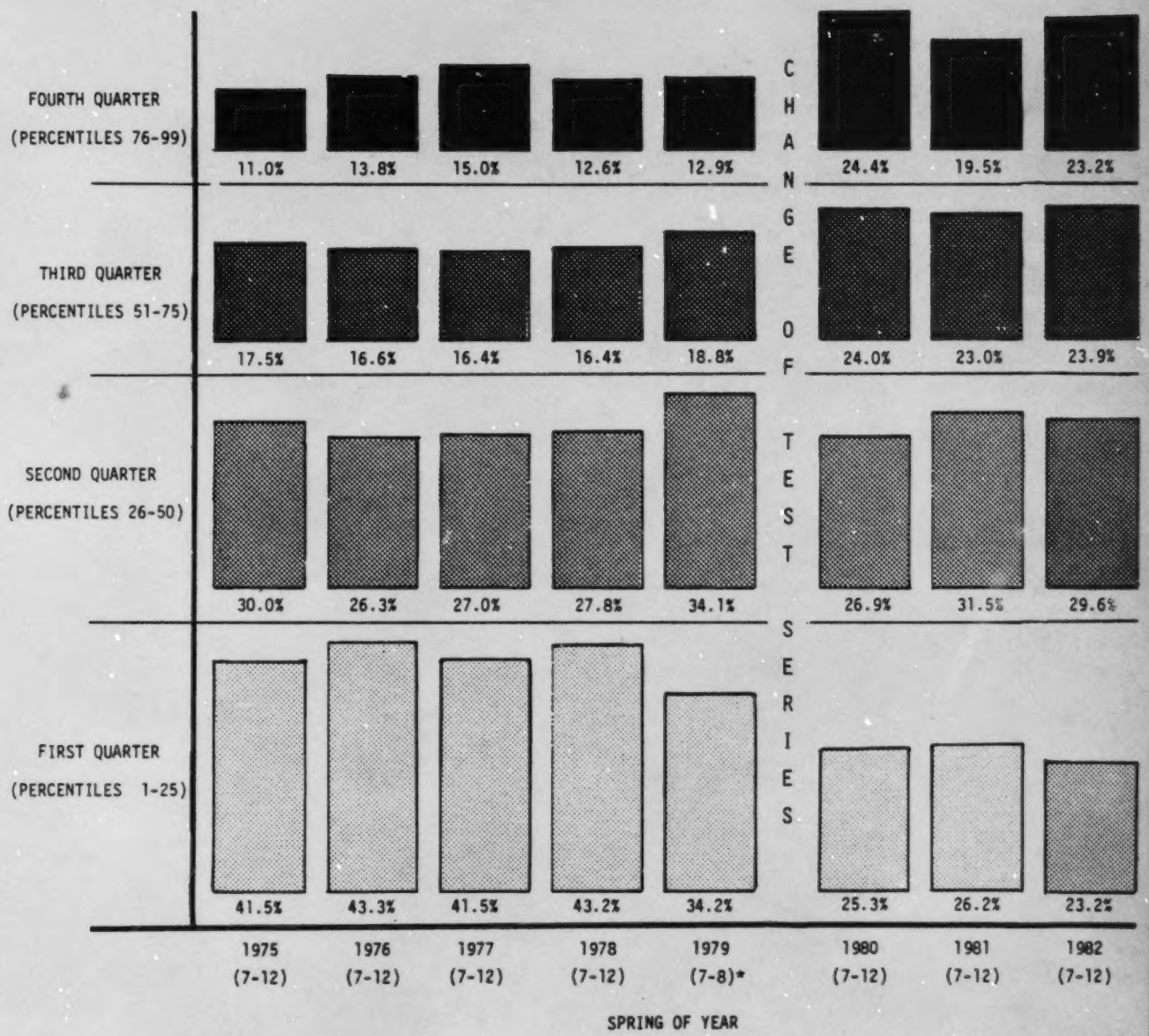
This figure displays grade 7 through 12 reading achievement scores grouped into national norm achievement quarters for the test administrations from 1975 through 1982, with the exception of 1979 where the scores are for grades 7 and 8 only.

The trend of grade 7 through 12 reading scores during the years shown is toward higher achievement. The lowest or first quarter group decreased from 42 per cent in 1975 to 23 per cent in 1982, while the highest or fourth quarter group increased from 11 per cent in 1975 to 23 per cent in 1982. The proportion of students tested scoring above the 50th percentile increased from 28 per cent in 1975 to 47 per cent in 1982.

The figure is broken by the words "CHANGE OF TEST SERIES" between 1979 and 1980. At that time the District adopted a new version of the Metropolitan Achievement Tests (1978 edition). The effect of this change of test series in reading at grades 7 and 8 is that the earlier test series tends to understate achievement relative to the later test series. At grades 9 through 12 the relationship is uncertain.

FIGURE C-3

DISTRIBUTION OF STUDENT SCORES STANDARDIZED ACHIEVEMENT TESTS SECONDARY READING 1975 TO 1982



*Grades 9-12 were not tested in 1979.

Test series changed between the spring 1979 and spring 1980 administrations. In reading, at grades 7 and 8, the earlier test tends to understate achievement relative to the later test. At grades 9 through 12, the relationship is uncertain. See narrative.

Prior to 1980 the Metropolitan Achievement Tests, 1970 edition, were used at grades 7 and 8 and the Gates-MacGinitie Reading Tests at 9 through 12. After 1979 the Metropolitan Achievement Tests, 1978 edition, were used at grades K through 12.

FIGURE C-4

DISTRIBUTION OF STUDENT SCORES
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY MATHEMATICS
1975 TO 1982

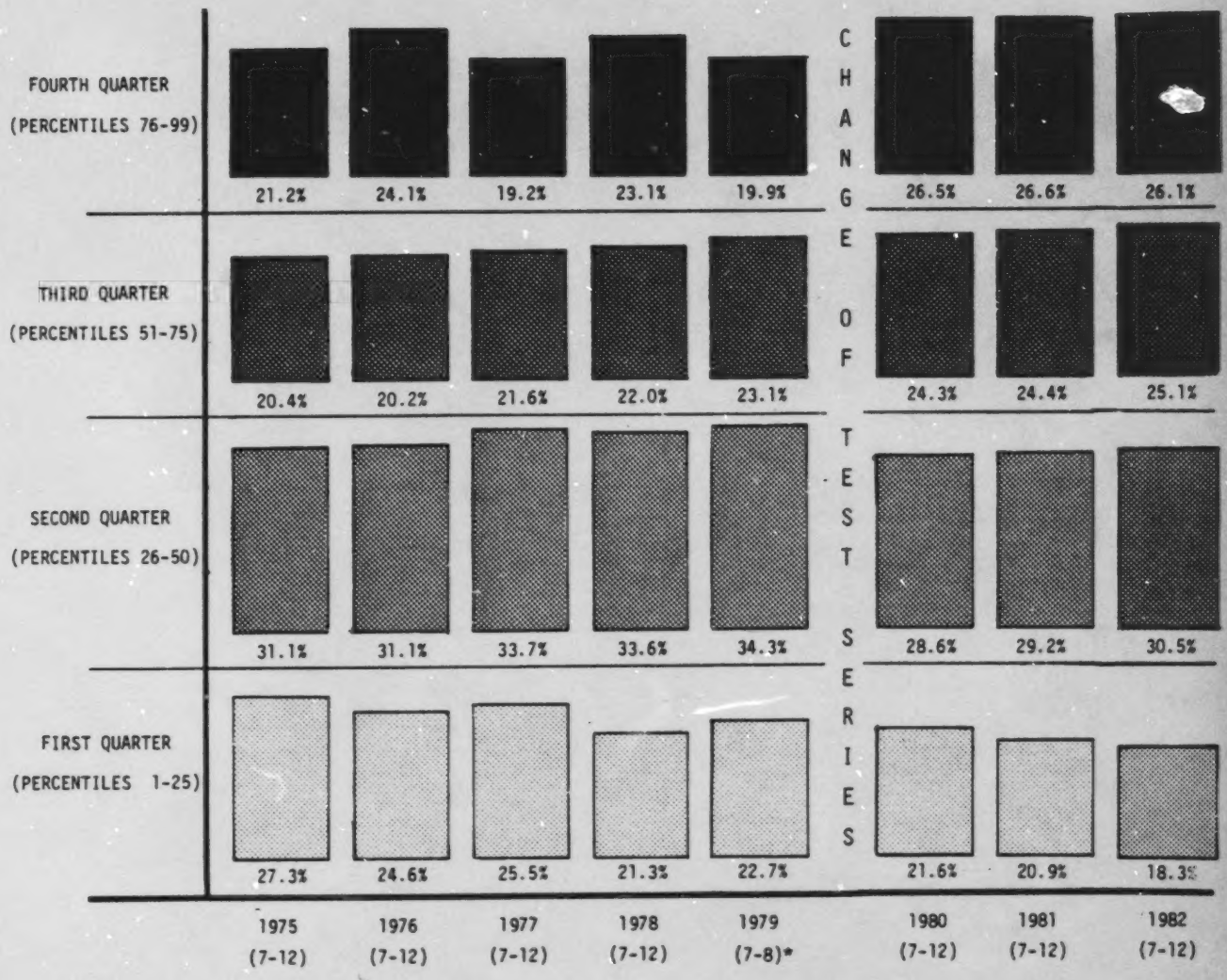
This figure displays grade 7 through 12 mathematics achievement scores grouped into national norm achievement quarters for the test administrations from 1975 through 1982, with the exception of 1979 where the scores are for grades 7 and 8 only.

The overall trend of grade 7 through 12 mathematics scores during the years shown is toward higher achievement. The lowest or first quarter group decreased from 27 per cent in 1975 to 18 per cent in 1982, while the highest or fourth quarter group increased from 21 per cent in 1975 to 26 per cent in 1982. The proportion of students tested scoring above the 50th percentile increased from 42 per cent in 1975 to 51 per cent in 1982.

The figure is broken by the words "CHANGE OF TEST SERIES" between 1979 and 1980. At that time the District adopted a new version of the Metropolitan Achievement Tests (1978 edition). The effect of this change of test series in mathematics at grades 7 and 8 is that the earlier test series tends to understate achievement relative to the later test series. At grades 9 through 12, the relationship is uncertain.

FIGURE C-4

DISTRIBUTION OF STUDENT SCORES STANDARDIZED ACHIEVEMENT TESTS SECONDARY MATHEMATICS 1975 TO 1982



*Grades 9-12 were not tested in 1979.

Test series changed between the spring 1979 and spring 1980 administrations. In mathematics, at grades 7 and 8, the earlier test tends to understate achievement relative to the later test. At grades 9 through 12, the relationship is uncertain. See narrative.

Prior to 1980 the Metropolitan Achievement Tests, 1970 edition, were used at grades 7 and 8 and the Stanford Test of Academic Skills at 9 through 12. After 1979 the Metropolitan Achievement Tests, 1978 edition, were used at grades K through 12.

FIGURE C-5

TREND LINES
SPRING METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY AND JUNIOR HIGH - READING AND MATHEMATICS

This figure shows the overall trends of reading and mathematics achievement in the District at the elementary level (grades 1-6) and in junior high (grades 7-8) as reflected in student performance on the Metropolitan Achievement Tests (1978 edition). The figure indicates that improvement in achievement has been greater at the elementary level than at secondary in both reading and mathematics. At the elementary level mathematics achievement is higher overall than reading achievement. At the junior high level mathematics achievement is higher than reading achievement; however, the rate of improvement in reading exceeds that of improvement in mathematics.

The extrapolated values for 1983 through 1985 are projections that extend past performance for the period 1975 through 1982. Since they assume no change in conditions and ignore limits associated with such projections, the trend lines are inappropriate as precise predictors of future performance.

FIGURE C-5

TREND LINES
SPRING METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY AND JUNIOR HIGH - READING AND MATHEMATICS

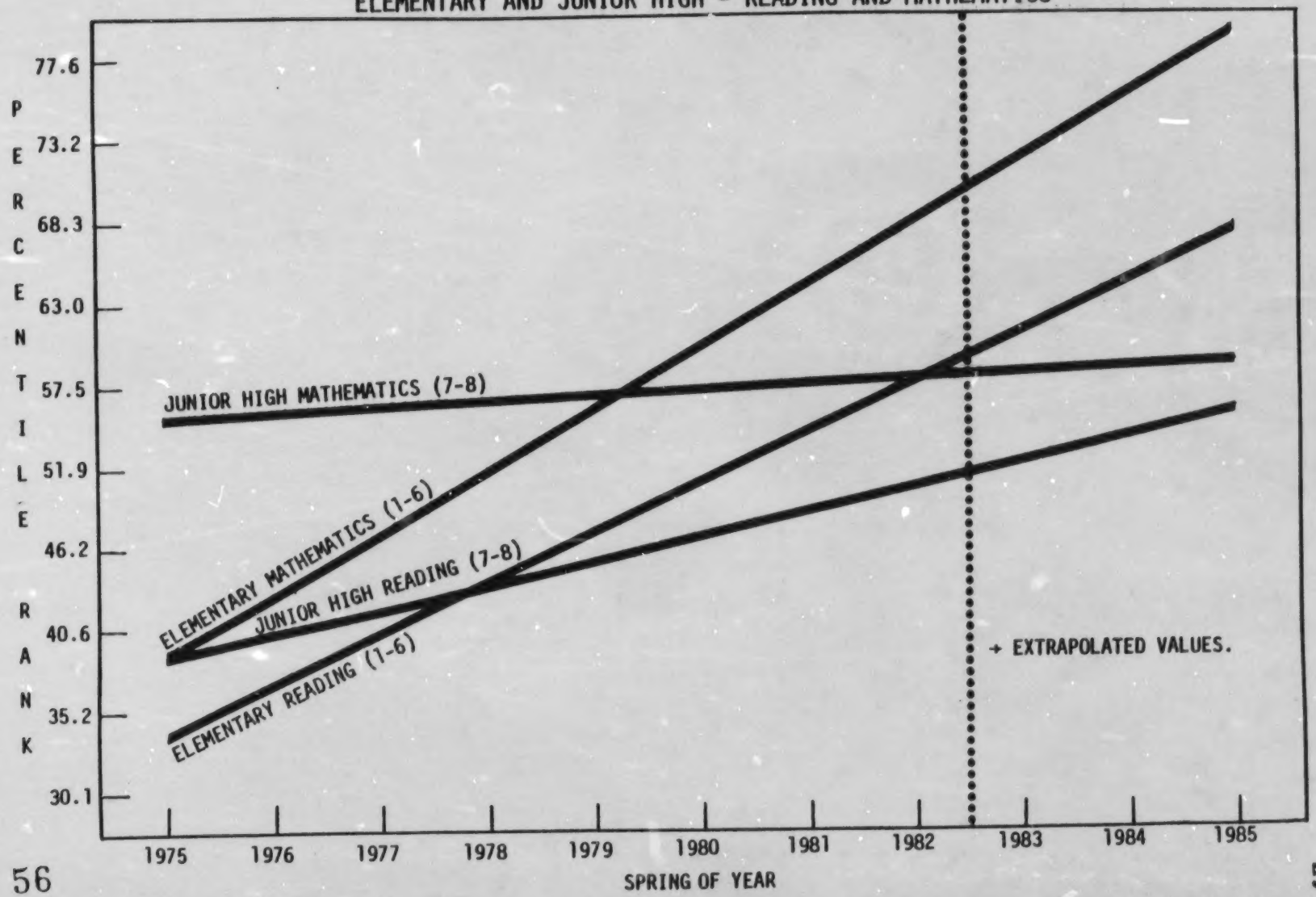


FIGURE C-6

TREND LINES
SPRING METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH
READING

This figure shows the overall trends of reading achievement at elementary, junior high and senior high levels as reflected in student performance on the Metropolitan Achievement Tests (1978 edition).

This analysis indicates that reading performance at the elementary level exceeds that at junior high and senior high. Over the three year period elementary students show a rate of increased performance exceeding that of junior or senior high students. While junior high reading shows improvement over the three year period 1980 through 1982,reading performance at the senior high level shows decline.

The extrapolated values for 1983 through 1985 are projections that extend past performance for the period 1980 through 1982. Since they assume no change in conditions and ignore limits associated with such projections, the trend lines are inappropriate as precise predictors of future performance.

FIGURE C-6

TREND LINES
SPRING METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH
READING

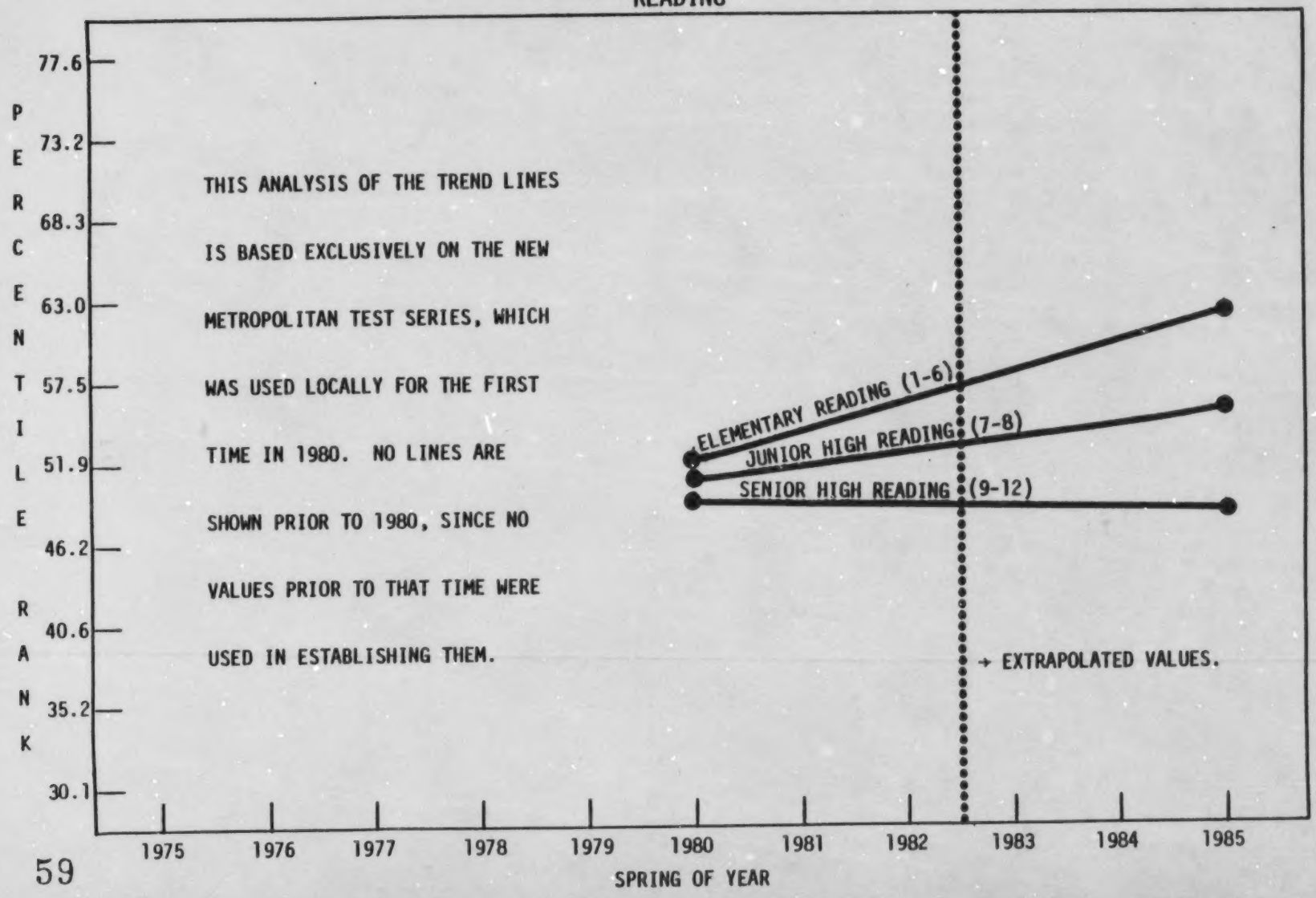


FIGURE C-7

TREND LINES
SPRING METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH
MATHEMATICS

This figure shows the overall trends of mathematics achievement at elementary, junior high and senior high levels as reflected in student performance on the Metropolitan Achievement Tests (1978 edition).

The analysis indicates that mathematics performance at the elementary level exceeds that at junior and senior high. In addition, the rate of increased performance in mathematics is greatest at the elementary level.

Extrapolated values for 1983 through 1985 are projections that extend past performance for the period 1980 through 1982. Since they assume no change in conditions and ignore limits associated with such projections, the trend lines are inappropriate as precise predictors of future performance.

FIGURE C-7

TREND LINES
SPRING METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH
MATHEMATICS

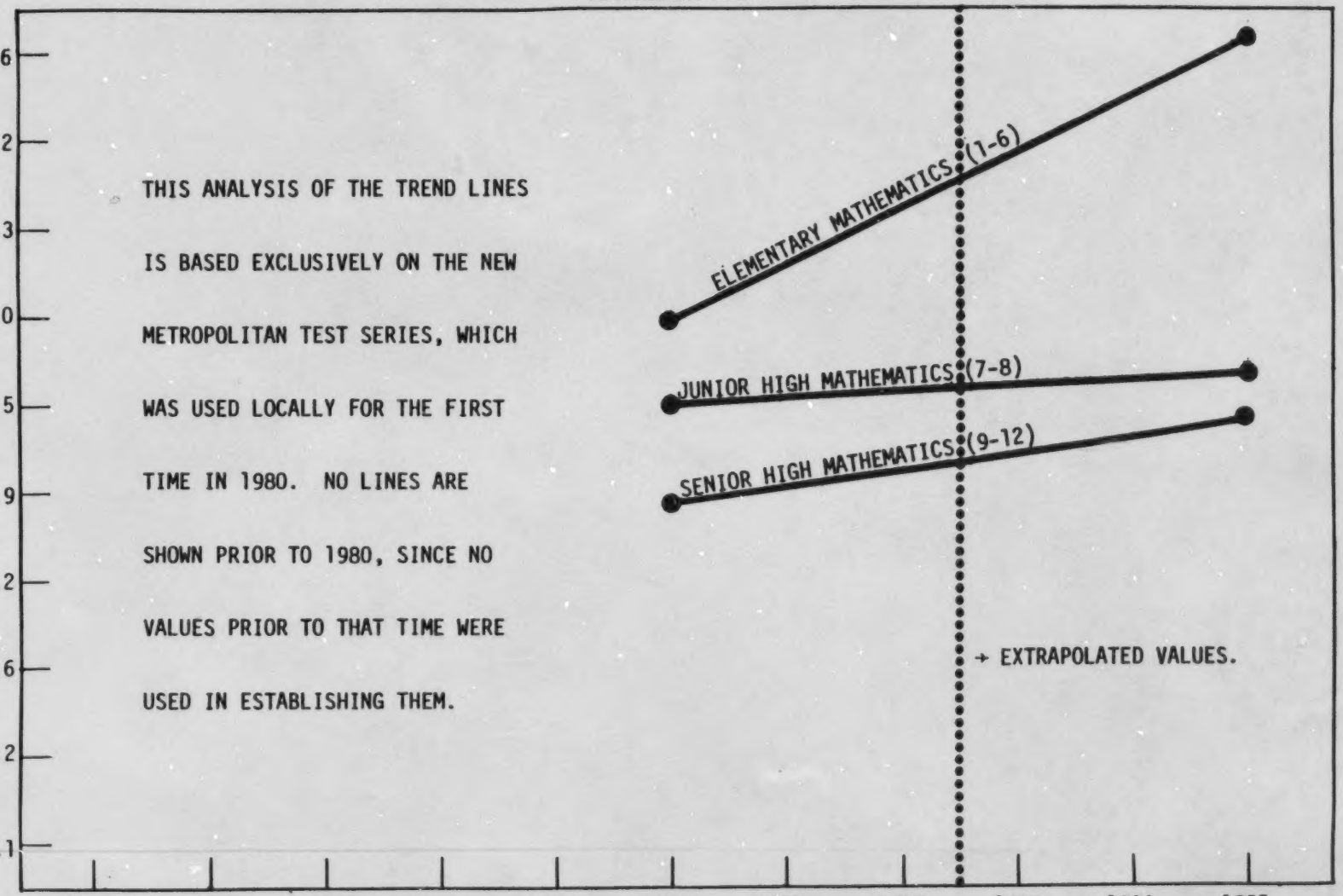


FIGURE C-8

TREND LINES
SPRING METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY, SECONDARY 7-9, AND SECONDARY 10-12
READING

This figure shows the overall trends of reading achievement at the elementary level (grades 1-6) and in secondary schools as reflected in student performance on the Metropolitan Achievement Tests (1978 edition). Secondary levels are separated for this analysis into grades 7-9 and 10-12.

The analysis indicates that reading performance at the elementary level exceeds that at secondary, though the rates of increased performance in elementary grades (1-6) and in grades 7-9 are similar. Reading performance at the senior high level (grades 10-12) is lowest of the three grade groupings, and indicates decline over the 1980 through 1982 period.

Extrapolated values for the period 1983 through 1985 are projections that extend past performance for the period 1980 through 1982. Since they assume no change in conditions and ignore limits associated with such projections, the trend lines are inappropriate as precise predictors of future performance.

FIGURE C.8

TREND LINES
SPRING METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY, SECONDARY 7-9, AND SECONDARY 10-12
READING

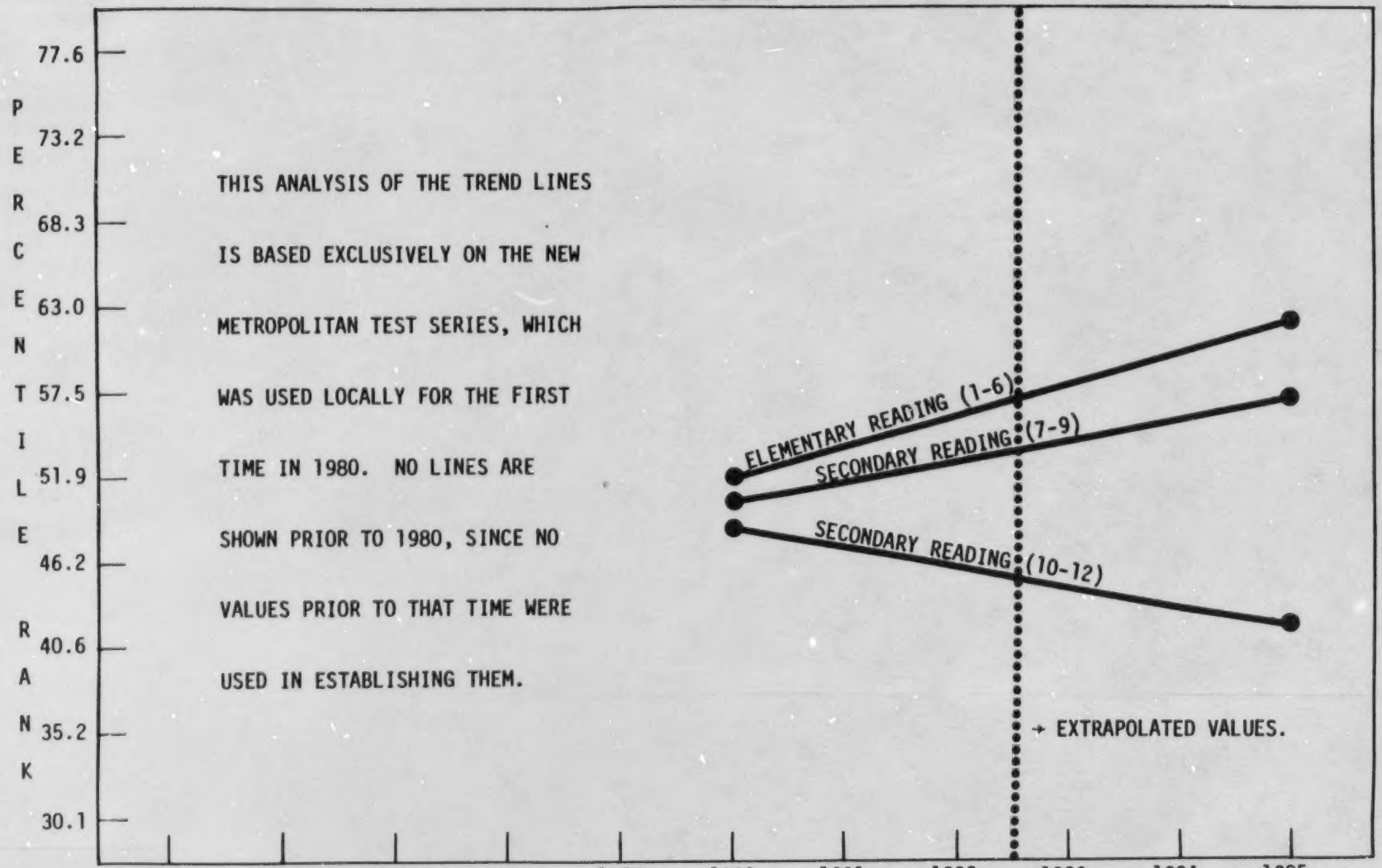


FIGURE C-9

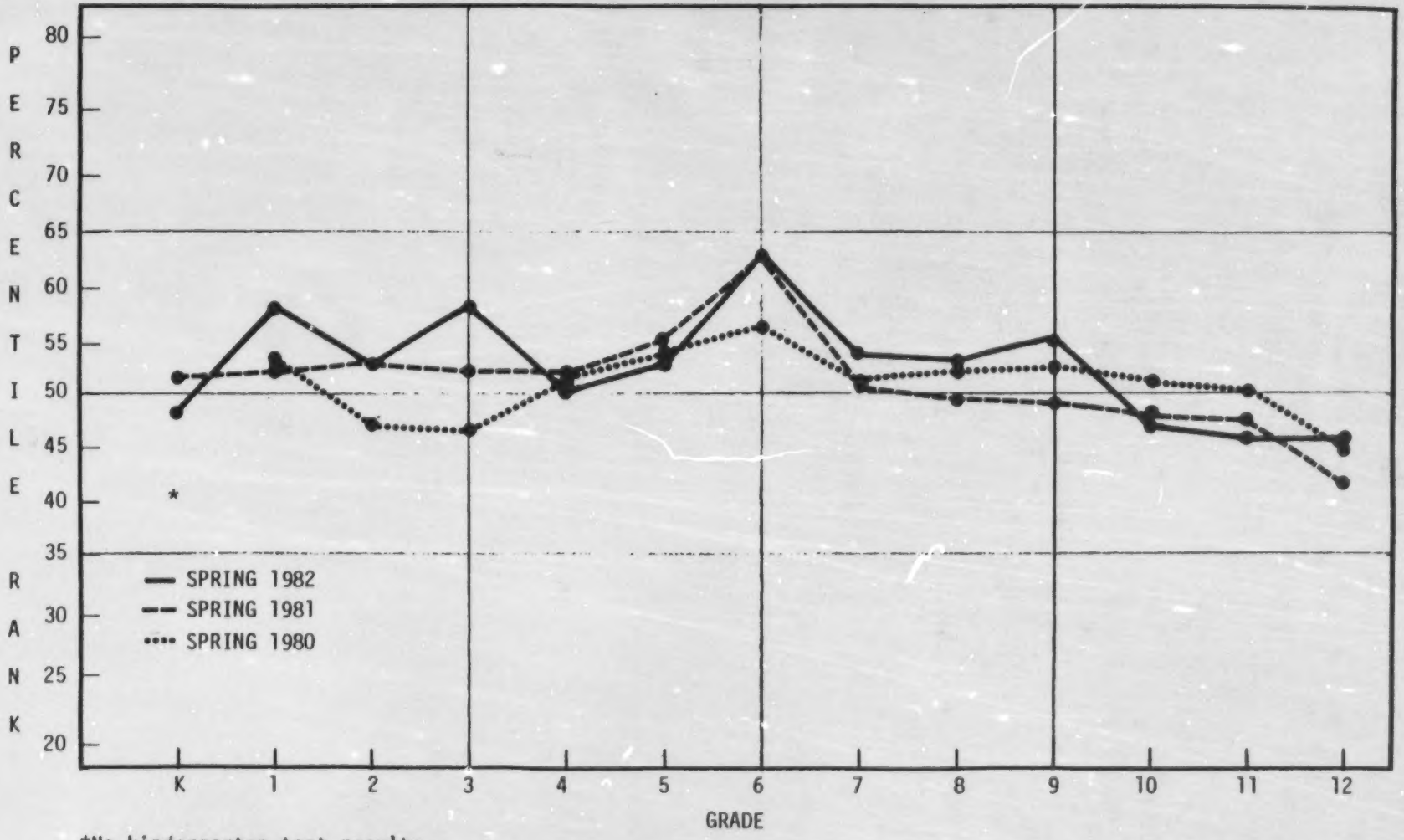
CENTRAL PERCENTILE VALUES
SPRING METROPOLITAN ACHIEVEMENT TESTS
1980, 1981, AND 1982
READING

This figure displays reading achievement scores from the spring administrations of the Metropolitan Achievement Tests during the years 1980, 1981, and 1982. These scores are shown on a grade by grade basis from kindergarten through grade 12. The dots in the figure represent the national percentile rank of the central value of scores at each grade level.

The data shows that for each of the three years, District sixth graders demonstrated the highest level of student performance. Performance at grades 10, 11, and 12 is consistently low for the three year period.

FIGURE C-9

CENTRAL PERCENTILE VALUES
SPRING METROPOLITAN ACHIEVEMENT TESTS
1980, 1981, AND 1982
READING



*No kindergarten test results were published for 1980.

FIGURE C-10

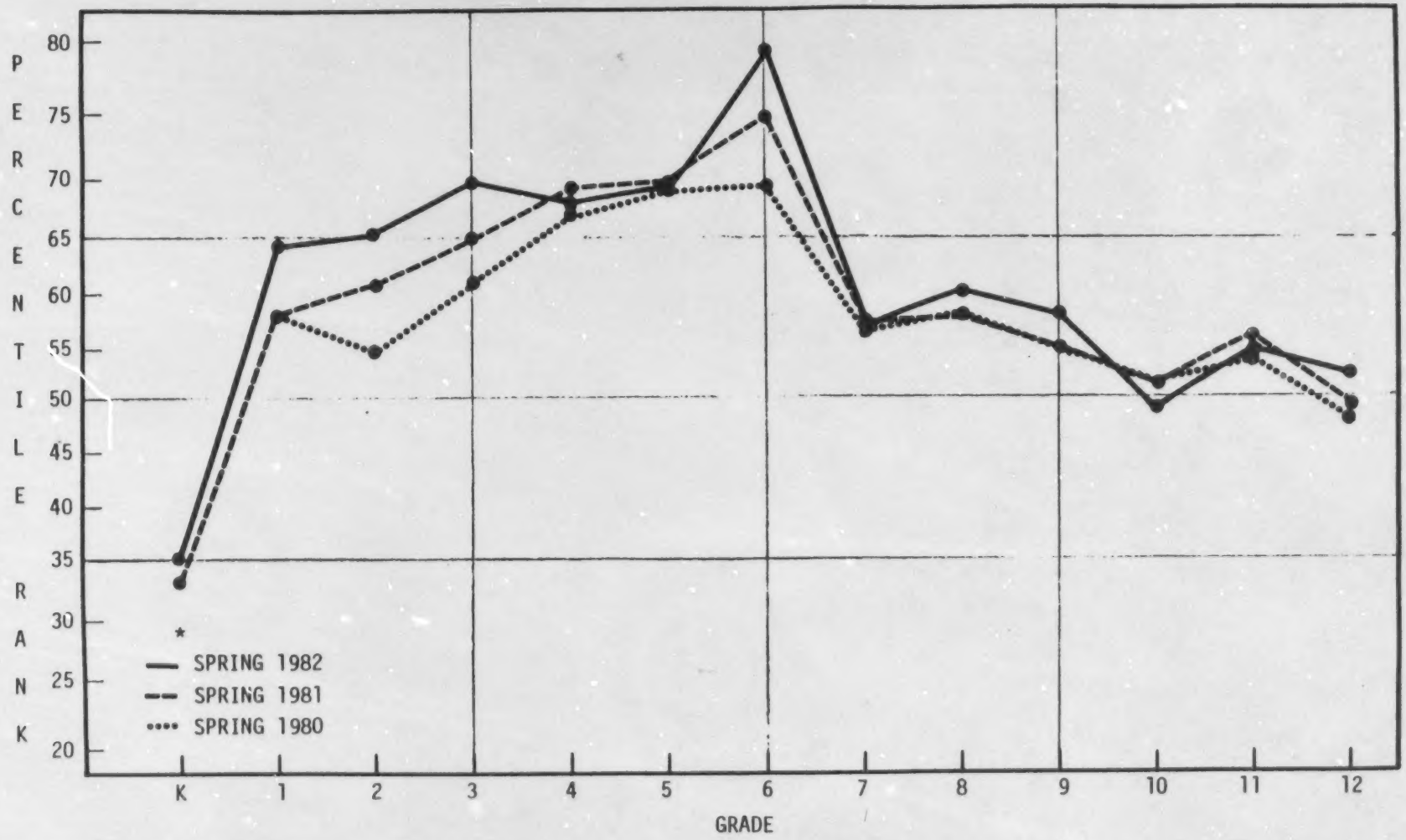
CENTRAL PERCENTILE VALUES
SPRING METROPOLITAN ACHIEVEMENT TESTS
1980, 1981, AND 1982
MATHEMATICS

This figure displays mathematics achievement scores from the spring administrations of the Metropolitan Achievement Tests during the years 1980, 1981, and 1982. These scores are shown on a grade by grade basis from kindergarten through grade 12. The dots in the figure represent the national percentile rank of the central value of scores at each grade level.

The data shows that for each of the three years, District sixth graders demonstrated the highest level of student performance. Performance at kindergarten and at grades 10 and 12 is consistently low relative to other grades' performance.

FIGURE C-10

CENTRAL PERCENTILE VALUES
SPRING METROPOLITAN ACHIEVEMENT TESTS
1980, 1981, AND 1982
MATHEMATICS



*No kindergarten test results were published for 1980.

FIGURE C-11

KINDERGARTEN VERSUS FIRST GRADE
METROPOLITAN ACHIEVEMENT TESTS
SPRING 1981, SPRING 1982

This figure compares kindergarten and primary (grades 1-3) achievement levels in reading and mathematics for Spring 1981 and Spring 1982. The dots represent the national percentile rank corresponding to the central value of scores at each grade level in each year.

For both years student performance in mathematics is higher than in reading at grade 3. At kindergarten, performance in reading approximates the national norm (50th percentile) but is considerably lower in mathematics (34th and 36th percentiles).

Test performance for 1982 in reading and mathematics is generally improved at the primary level.

FIGURE C-11

KINDERGARTEN VERSUS FIRST GRADE
METROPOLITAN ACHIEVEMENT TESTS
SPRING 1981, SPRING 1982

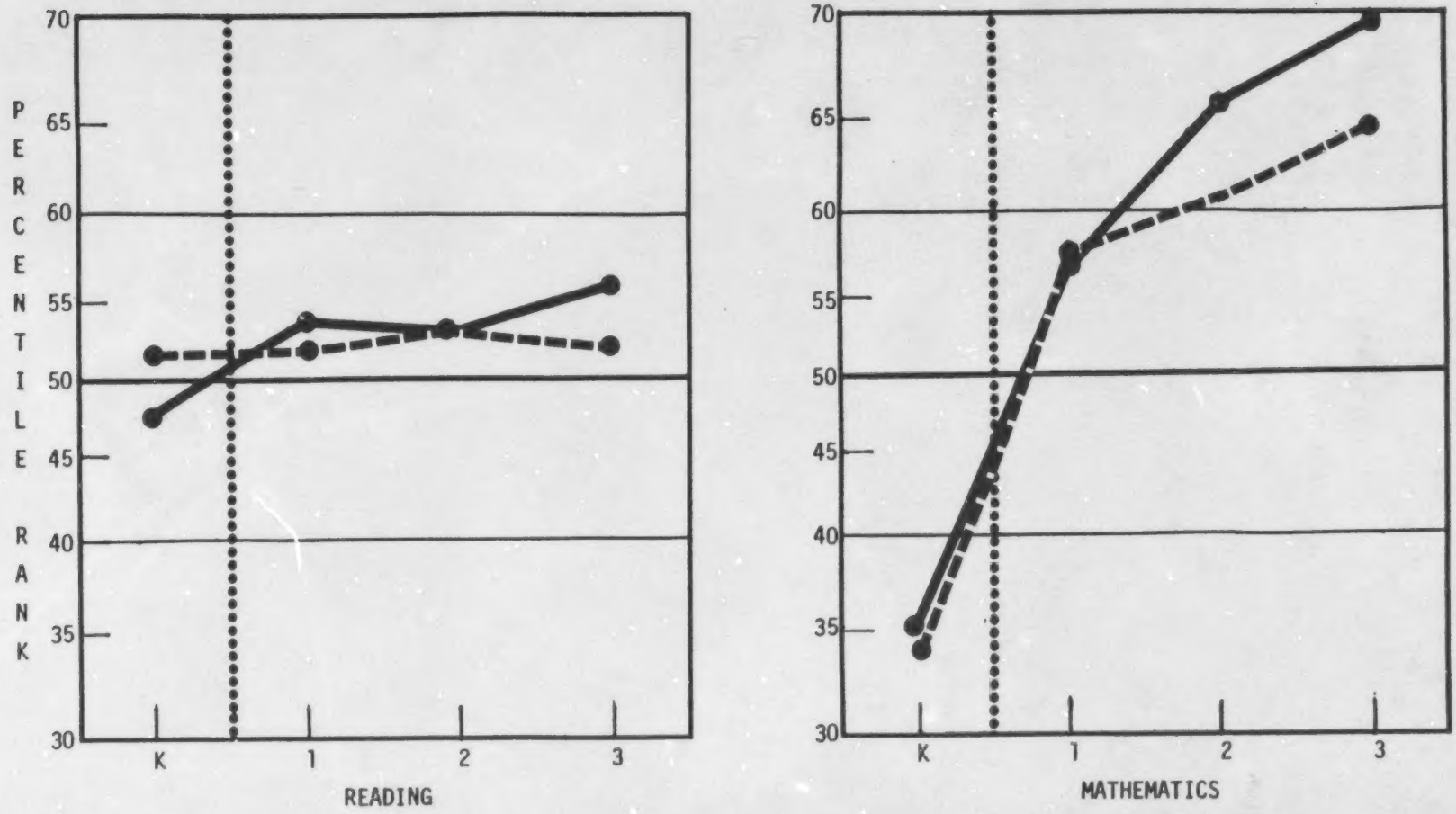


FIGURE C-12

DISTRIBUTION OF STUDENT SCORES
METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY READING
SPRING 1982

This figure shows distributions of spring 1982 reading achievement scores into national norm achievement quarters for grades K-6.

At grade 6, 6.8 per cent of students tested scored in the lowest quarter, and 31.5 per cent scored in the highest quarter.

If performance of District students conformed exactly to national norms, an equal proportion of students tested (25%) would be located in each achievement quarter.

FIGURE C-12

DISTRIBUTION OF STUDENT SCORES
METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY READING
SPRING 1982

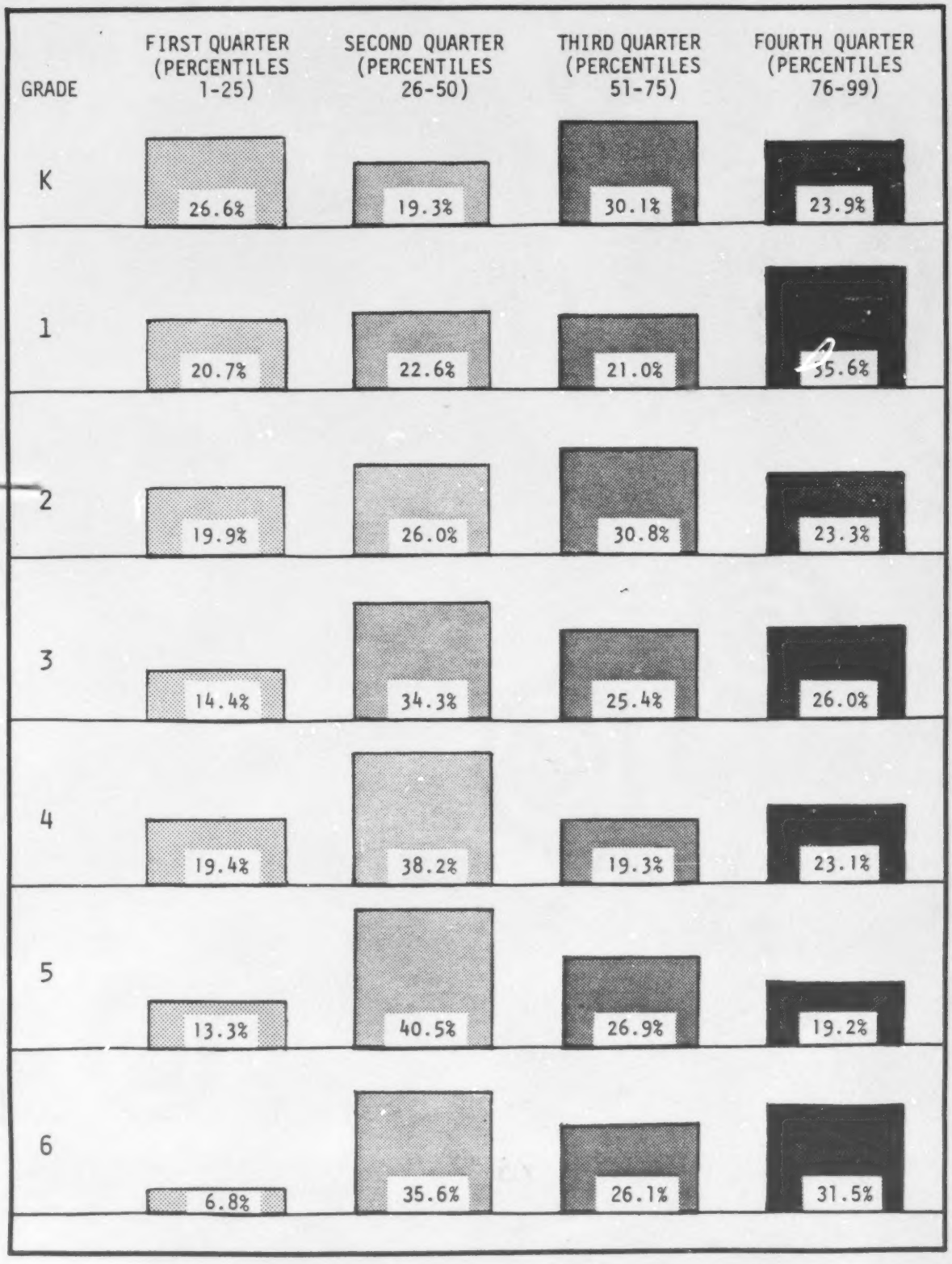


FIGURE C-13

DISTRIBUTION OF STUDENT SCORES
METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY MATHEMATICS
SPRING 1982

This figure shows distributions of spring 1982 mathematics achievement scores into national norm achievement quarters for grades K-6.

At grade 6 the lowest proportion of students tested (4.7%) scored in the lowest quarter, and the highest proportion tested (51.6%) scored in the highest quarter.

If performance of District students conformed exactly to national norms, an equal proportion of students tested (25%) would be located in each achievement quarter.

FIGURE C-13

DISTRIBUTION OF STUDENT SCORES
METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY MATHEMATICS
SPRING 1982

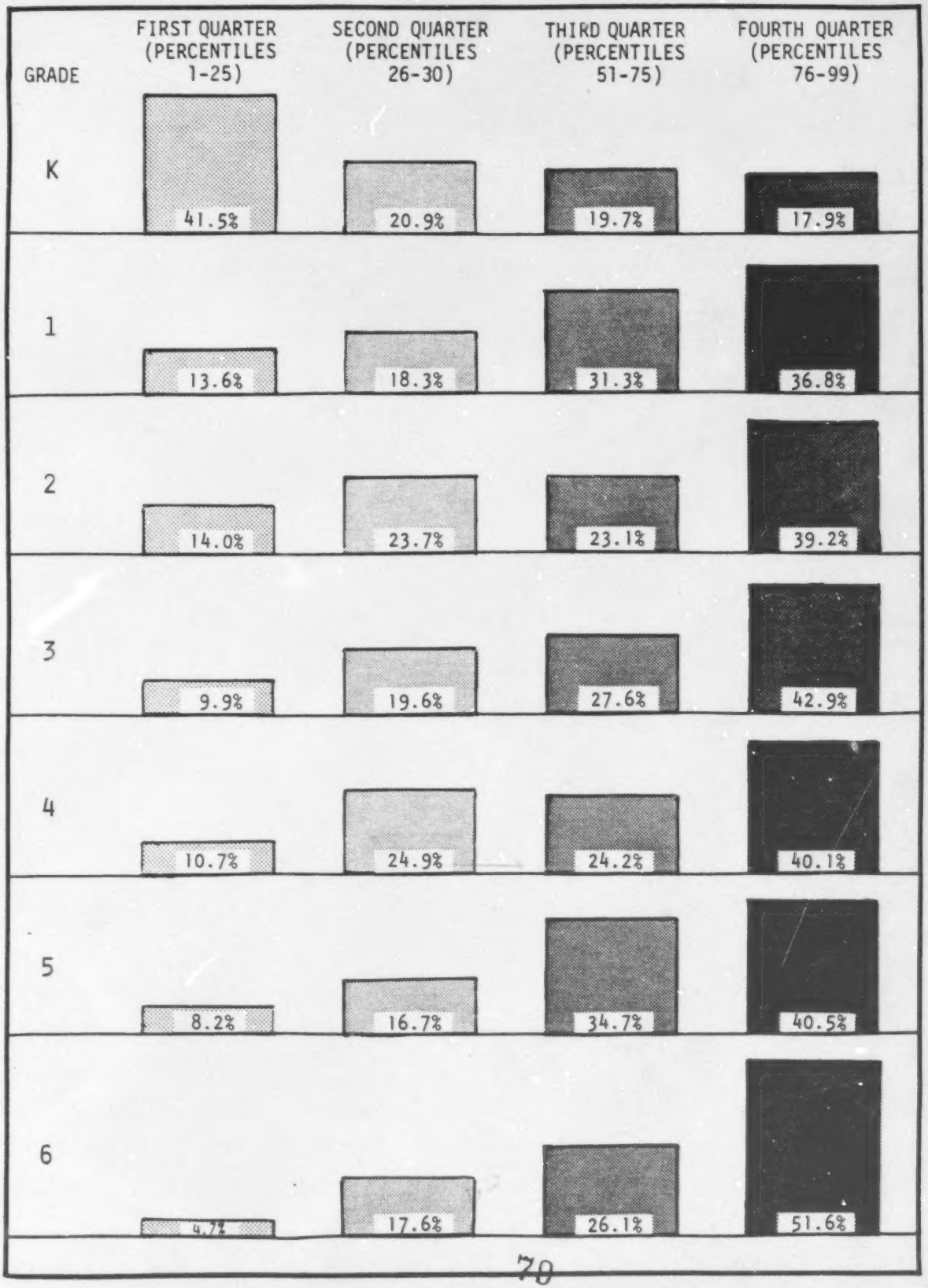


FIGURE C-14

DISTRIBUTION OF STUDENT SCORES
METROPOLITAN ACHIEVEMENT TESTS
SECONDARY READING
SPRING 1982

This figure shows distributions of spring 1982 reading achievement scores into national norm achievement quarters for grades 7 through 12.

The data indicates that the percentage of scores in the lowest quarter increases from grade 7 (19.8%) through grade 12 (34.8%).

If performance of District students conformed exactly to national norms, an equal proportion of students tested (25%) would be located in each achievement quarter.

FIGURE C-14

DISTRIBUTION OF STUDENT SCORES
METROPOLITAN ACHIEVEMENT TESTS
SECONDARY READING
SPRING 1982

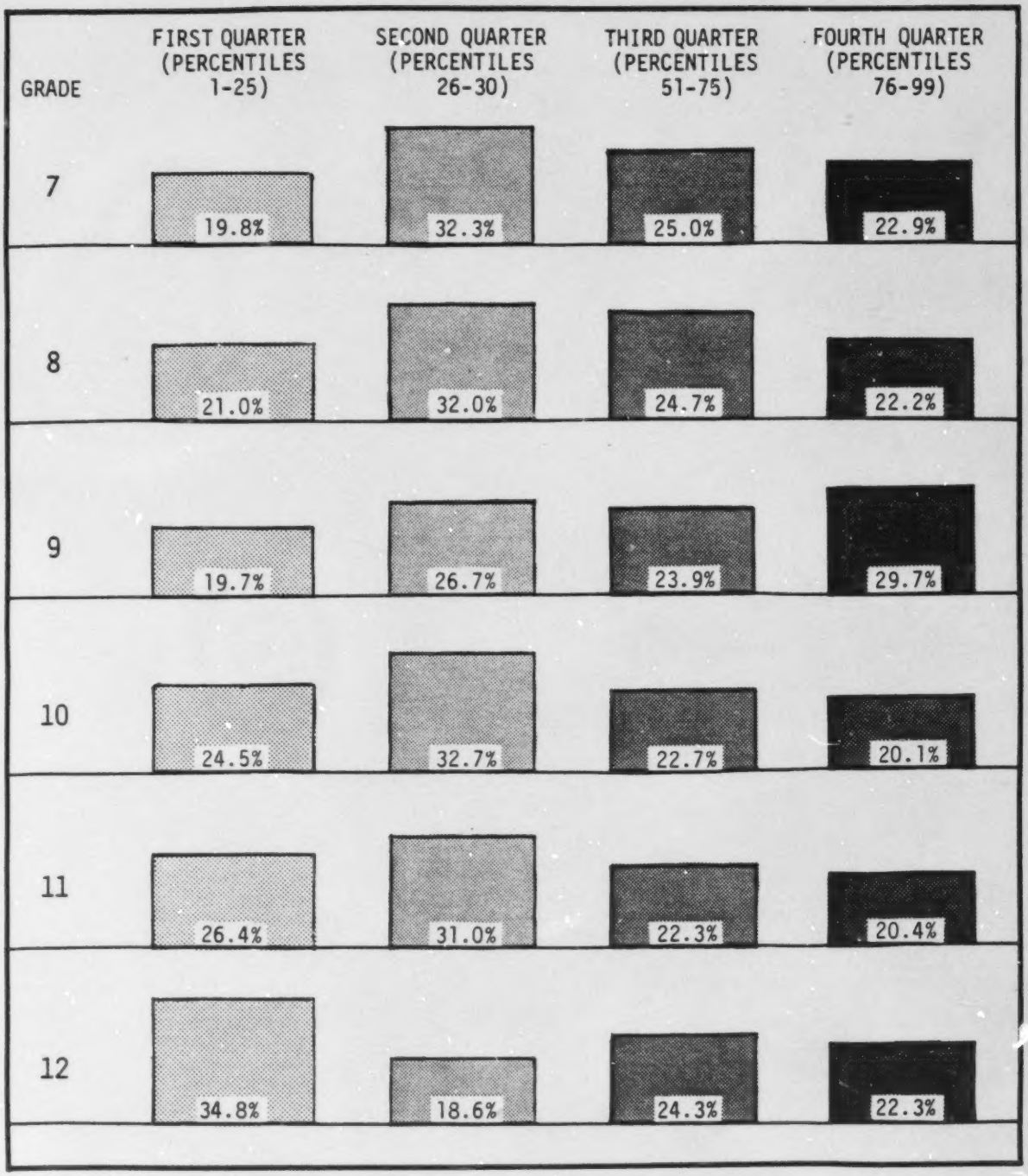


FIGURE C-15

DISTRIBUTION OF STUDENT SCORES
METROPOLITAN ACHIEVEMENT TESTS
SECONDARY MATHEMATICS
SPRING 1982

This figure shows distributions of spring 1982 mathematics achievement scores into national norm achievement quarters for grades 7 through 12.

If performance of District students conformed exactly to national norms, an equal proportion of students tested (25%) would be located in each achievement quarter.

FIGURE C-15

DISTRIBUTION OF STUDENT SCORES
METROPOLITAN ACHIEVEMENT TESTS
SECONDARY MATHEMATICS
SPRING 1982

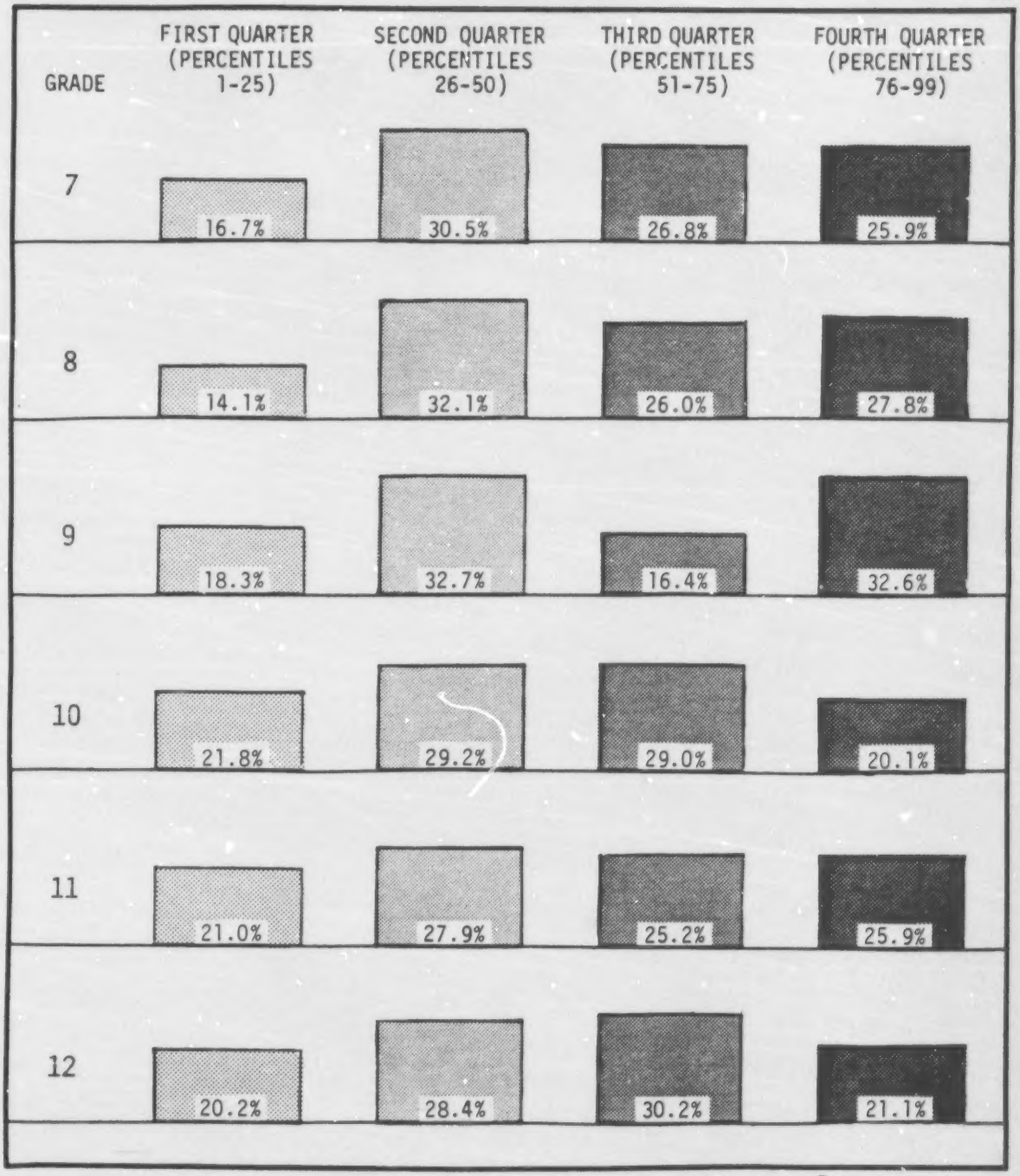


FIGURE C-16

STANINE RANGE DISTRIBUTION
ACTUAL VERSUS EXPECTED
METROPOLITAN ACHIEVEMENT TESTS
READING AND MATHEMATICS
SPRING 1982

This figure shows the distribution of spring 1982 reading and mathematics scores into the three broad ranges of stanine scores: below average (stanines 1-3), average (stanines 4-6), and above average (stanines 7-9). Shown are numbers and percentages of all District students tested in spring 1982, excluding special education, who scored in these stanine ranges. These figures are compared with the expected or normal distribution of the national norming sample.

In reading, 18 per cent of District students scored in the below-average stanine range, 5 percentage points fewer than the expected national norm percentage. Sixty per cent of District students ranked in the average-stanine range, 6 per cent more than the expected national norm percentage. Twenty-two per cent of District students, approximately the same as expected, were in the above-average stanine range.

In mathematics, 15 per cent of District students scored in the below-average stanine range, 8 per cent fewer than the expected national norm percentage. Fifty-four per cent, the same as the expected national norm percentage, ranked in the average-stanine range. Thirty per cent, 7 per cent more than the expected national norm percentage, were in the above-average stanine range.

TABLE C-16

STANINE RANGE DISTRIBUTION
ACTUAL VERSUS EXPECTED
METROPOLITAN ACHIEVEMENT TESTS
READING AND MATHEMATICS
SPRING 1982

	READING				MATHEMATICS			
	ACTUAL		EXPECTED		ACTUAL		EXPECTED	
STANINE RANGE	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT	NUMBER	PERCENT
BELOW AVERAGE STANINES 1-3 PERCENTILES 1-23	5164	18	6661	23	4436	15	6631	23
AVERAGE STANINES 4-6 PERCENTILES 24-77	17408	60	15638	54	15615	54	15569	54
ABOVE AVERAGE STANINES 7-9 PERCENTILES 78-99	6387	22	6661	23	8780	30	6631	23

Special Education students are not included, with the exception of resource students.

TABLE C-17

COHORT ACHIEVEMENT COMPARED TO
CLASS TO CLASS ACHIEVEMENT
METROPOLITAN ACHIEVEMENT TESTS
SPRING 1981 TO SPRING 1982
GRADES 6 TO 7, 7 TO 8, 8 TO 9

This table compares the reading and mathematics achievement change from spring 1981 to spring 1982 during grades 7, 8 and 9 for two distinct but overlapping groups of students. One of these groups is titled "Cohort," that group of students who were actually in the District and were tested in both spring 1981 and spring 1982. The other group, titled "Class to Class," includes all students in the Cohort group and all others tested who transferred into or out of the District between the two testing times.

In reading, from grades 6 to 7 the Cohort group's achievement change from one testing period to another was exactly that of the Class to Class group. From grades 7 to 8 the Cohort group's achievement change was 0.6 NCE's less than that of the Class to Class group.

The statistically small difference in the test performance of the groups over the two-year period suggests that, for grades 6-9, differences in test performance for a class that moves from one grade to the next are largely attributed to factors other than student mobility.

TABLE C-17

COHORT ACHIEVEMENT COMPARED TO
CLASS TO CLASS ACHIEVEMENT
METROPOLITAN ACHIEVEMENT TESTS
SPRING 1981 TO SPRING 1982
GRADES 6 TO 7, 7 TO 8, 8 TO 9

	READING NCE						MATHEMATICS NCE					
	GR. 6 TO 7		GR. 7 TO 8		GR. 8 TO 9		GR. 6 TO 7		GR. 7 TO 8		GR. 8 TO 9	
	COH.	CTC.	COH.	CTC.	COH.	CTC.	COH.	CTC.	COH.	CTC.	COH.	CTC.
SPRING 1981	57.2	57.2	50.9	50.2	49.7	49.8	63.8	64.0	55.3	54.2	54.2	54.4
SPRING 1982	52.0	52.0	51.8	51.7	53.1	53.2	54.0	53.6	55.8	55.4	54.5	54.4
CHANGE	-5.2	-5.2	+0.9	+1.5	+3.4	+3.4	-9.8	-10.4	+0.5	+1.2	+0.3	0.0
COH. CHANGE MINUS CTC. CHANGE	0.0		-0.6		0.0		+0.6		-0.7		+0.3	

FIGURE C-18

TIME ON TASK ANALYSIS
ACHIEVEMENT CHANGE FOR DIFFERENT LEVELS OF READING INSTRUCTION
METROPOLITAN ACHIEVEMENT TESTS - SPRING 1981 TO SPRING 1982

This figure shows reading achievement change from spring 1981 to spring 1982 in the secondary grades for three different groups of students. The first group is comprised of students who received no reading instruction, the second group one period of reading instruction, and the third group two periods of reading instruction. Achievement change over the two testing periods is expressed in terms of normal curve equivalent (NCE) change.

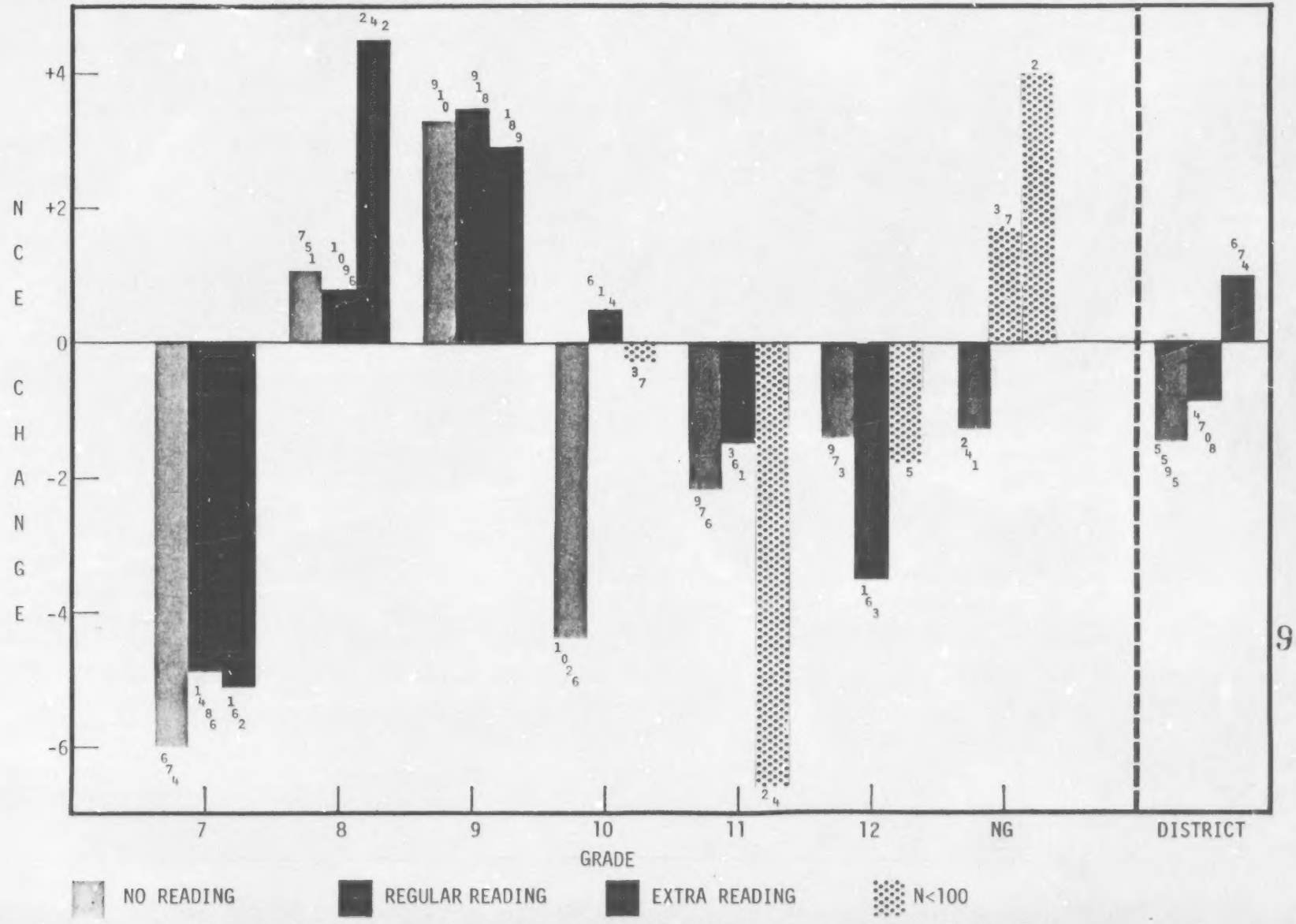
The analysis suggests absence of a direct and constant relationship between the amount of time scheduled for reading instruction and improvements in reading test score performance at the secondary level. In some cases the desired relationship between time scheduled for reading instruction and improvement in test scores is supported. For example, at grade 8 the 242 students who were scheduled for two formal periods of reading showed average gains in test performance which exceeded average gains for groups who either received no reading class instruction or were scheduled for one period of reading instruction.

However, in other cases the desired relationship is clearly unsupported. For example at the same grade 8 the average gain in test performance for the 751 students not enrolled in a reading course exceeded that for the 1096 students enrolled in the District's regular reading program.

At grade 12, there appears to be an inverse relationship between achievement gain and time scheduled for formal reading instruction.

FIGURE C-18

TIME ON TASK ANALYSIS
ACHIEVEMENT CHANGE FOR DIFFERENT LEVELS OF READING INSTRUCTION
METROPOLITAN ACHIEVEMENT TESTS - SPRING 1981 TO SPRING 1982



Numbers at the end of each bar indicate the number of students represented by that bar.

TABLE C-19

STUDENTS SCORING AT OR ABOVE 90TH PERCENTILE
AND AT OR BELOW 70TH PERCENTILE
IN READING AND MATHEMATICS
METROPOLITAN ACHIEVEMENT TESTS
SPRING 1982

This table displays counts of students by grade level who performed with a differential pattern of achievement in the spring 1982 administration of the Metropolitan Achievement Tests. All students counted performed high on either the reading or mathematics testing and relatively low on the other.

The first column shows counts of students who scored at or above the 90th percentile in mathematics, and below the 70th percentile in reading. The second column displays the counts of students scoring high in reading and relatively low in mathematics.

Among the total number of students with such differential patterns of achievement, the relatively high mathematics performance group is three and one-half times larger than the high reading performance group.

TABLE C-19

STUDENTS SCORING AT OR ABOVE 90TH PERCENTILE
AND AT OR BELOW 70TH PERCENTILE
IN READING AND MATHEMATICS
METROPOLITAN ACHIEVEMENT TESTS
SPRING 1982

GRADE	MATHEMATICS AT OR ABOVE 90, READING AT OR BELOW 70	READING AT OR ABOVE 90, MATHEMATICS AT OR BELOW 70
K	23	37
1	67	35
2	151	26
3	176	15
4	227	25
5	221	13
6	290	24
7	62	30
8	62	30
9	45	64
10	14	26
11	38	33
12	34	20
NG	45	14
ALL	1455	392

TABLE C-20

STUDENTS SCORING AT OR ABOVE 88TH PERCENTILE
IN BOTH READING AND MATHEMATICS
METROPOLITAN ACHIEVEMENT TESTS
SPRING 1982

This table shows counts of students from the spring 1982 administration of the Metropolitan Achievement Tests who scored above the 88th percentile in both reading and mathematics.

There were 2487 District students who scored at this level of achievement. The grade distribution shows that the highest numbers of these students were in grades 1 through 7. The highest number (381) is found at grade 6.

The final column of the table shows the percentage of each grade's October enrollment which scored at this high achieving level. The highest percentages are at the elementary grades, with the highest percentage (14%) at grade 6.

Overall, 7 per cent of District students scored at this level in both basic subjects.

TABLE C-20

STUDENTS SCORING AT OR ABOVE 88TH PERCENTILE
IN BOTH READING AND MATHEMATICS
SPRING 1982 METROPOLITAN ACHIEVEMENT TESTS

GRADE	TOTAL NUMBER	PERCENT OCTOBER 1981 GRADE ENROLLMENT
K	94	4%
1	260	9%
2	205	8%
3	244	10%
4	221	9%
5	223	9%
6	381	14%
7	203	8%
8	158	6%
9	201	7%
10	94	4%
11	92	5%
12	89	6%
NG	22	1%
ALL	2487	7%

TABLE C-21

STUDENTS SCORING AT OR ABOVE 88TH PERCENTILE
IN BOTH READING AND MATH
WITH ETHNIC DISTRIBUTION
SPRING 1982 METROPOLITAN ACHIEVEMENT TESTS

This table shows by grades count and ethnic percentages of those students who scored above the 88th percentile in both reading and mathematics on the spring 1982 administration of the Metropolitan Achievement Tests. The 88th percentile is roughly equivalent to the 8th stanine, which is the middle stanine of the above-average range.

Of the 2487 students who ranked in this score range, 78 per cent were Caucasion, 16 per cent Black, 4 per cent Spanish Surname, and 2 per cent other.

TABLE C-21

STUDENTS SCORING AT OR ABOVE 88TH PERCENTILE
IN BOTH READING AND MATH
SPRING 1982 METROPOLITAN ACHIEVEMENT TESTS

GRADE	TOTAL NUMBER	ETHNIC PERCENT FOR GRADE			
		CAUCASIAN	BLACK	SPANISH SURNAME	OTHER
K	94	73%	20%	4%	3%
1	260	69%	22%	6%	3%
2	205	75%	20%	3%	2%
3	244	78%	15%	5%	2%
4	221	81%	11%	5%	3%
5	223	78%	18%	1%	3%
6	381	75%	18%	4%	3%
7	203	80%	13%	3%	3%
8	158	79%	13%	5%	3%
9	201	78%	17%	4%	1%
10	94	84%	11%	4%	1%
11	92	87%	11%	2%	0%
12	89	90%	9%	1%	0%
NG	22	64%	36%	0%	0%
ALL	2487	78%	16%	4%	2%
NOTE: THESE ARE THE OCTOBER 1981 ETHNIC PERCENTS FOR ALL DISTRICT STUDENTS.		39%	49%	10%	2%

TABLE C-22

MATHEMATICS COHORT ACHIEVEMENT
COMPUTER-MANAGED INSTRUCTION VERSUS REGULAR INSTRUCTION
METROPOLITAN ACHIEVEMENT TESTS
SPRING 1981 TO SPRING 1982
SCHOOLS 8 AND 36

This figure shows a comparison of the mathematics achievement change from spring 1981 to spring 1982 of two groups of pupils in grades 4, 5 and 6 at Schools 8 and 36. The two groups are those students receiving regular mathematics instruction and those receiving computer-managed mathematics instruction. The achievement change from spring 1981 to spring 1982 is expressed in terms of normal curve equivalent (NCE) changes. At each grade achievement gain for the computer-managed instructional group exceeded that of the group who received regular instruction.

FIGURE C-22

MATHEMATICS COHORT ACHIEVEMENT
COMPUTER MANAGED INSTRUCTION VERSUS REGULAR INSTRUCTION
METROPOLITAN ACHIEVEMENT TESTS
SPRING 1981 TO SPRING 1982
SCHOOLS 8 AND 36

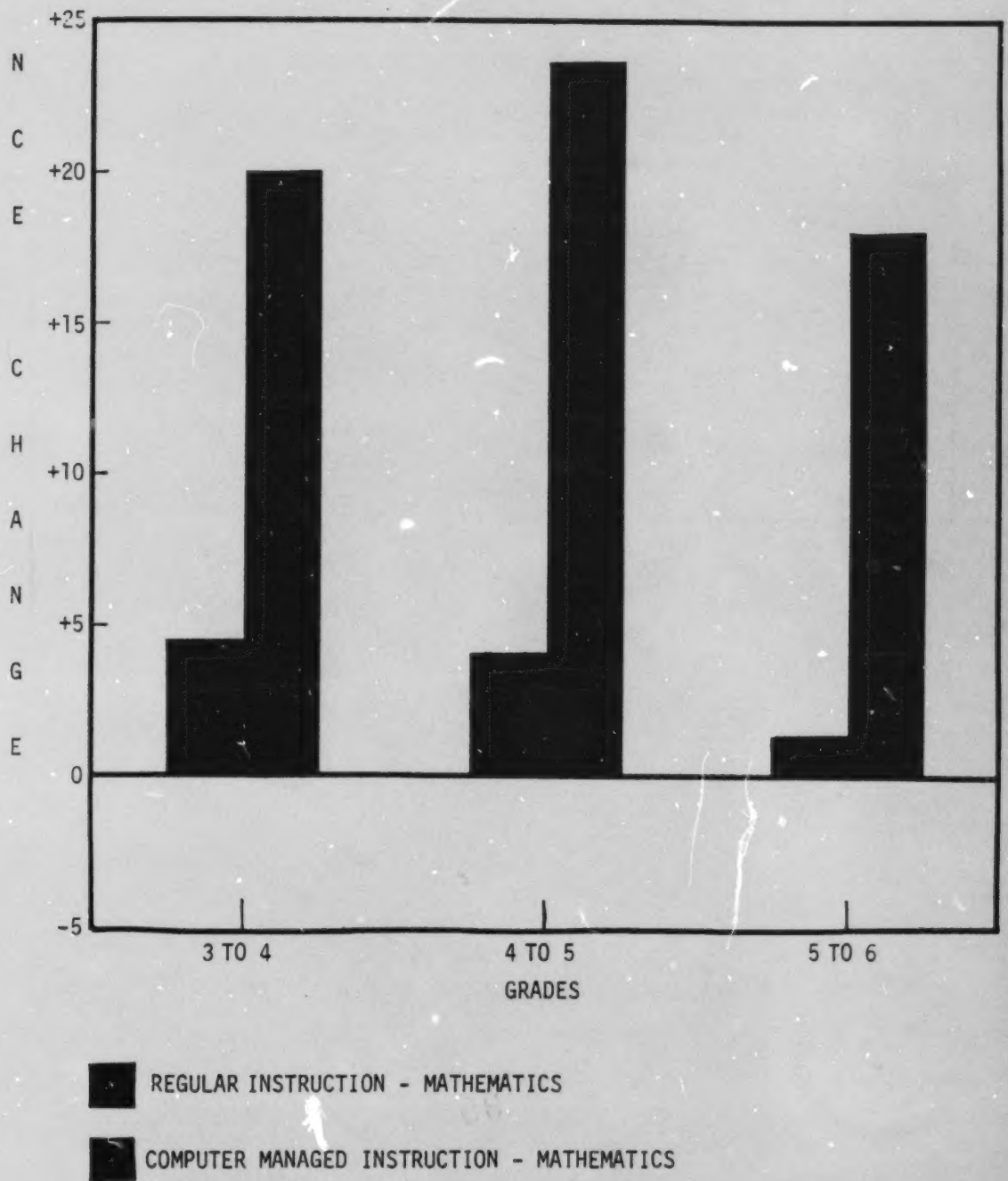


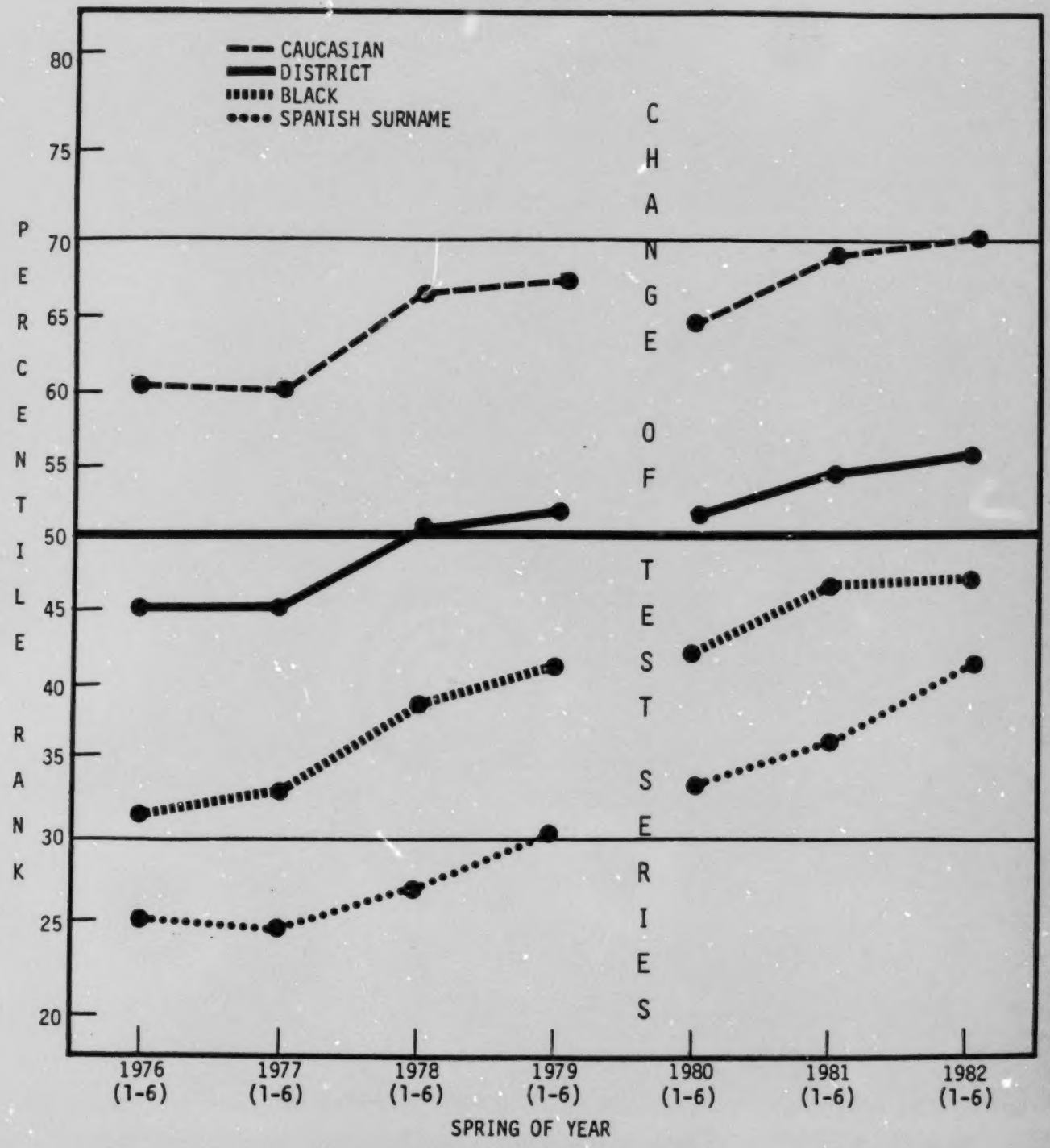
FIGURE C-23

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY READING
1976 TO 1982

This figure displays District elementary (grades 1-6) reading achievement levels on the spring administrations of the Metropolitan Achievement Tests for the period 1976 through 1982. Achievement levels are presented for the major ethnic groups in the District: Caucasian, Black, and Spanish Surname. The dots in the figure represent the national percentile rank derived for scores at each grade level.

FIGURE C-23

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY READING
1976 TO 1982



Test series changed between the spring 1979 and spring 1980 administrations. In reading, at grades 1 through 6, the earlier test tends to overstate achievement relative to the later test. See description.

Data values for this figure are found in Table C-27.

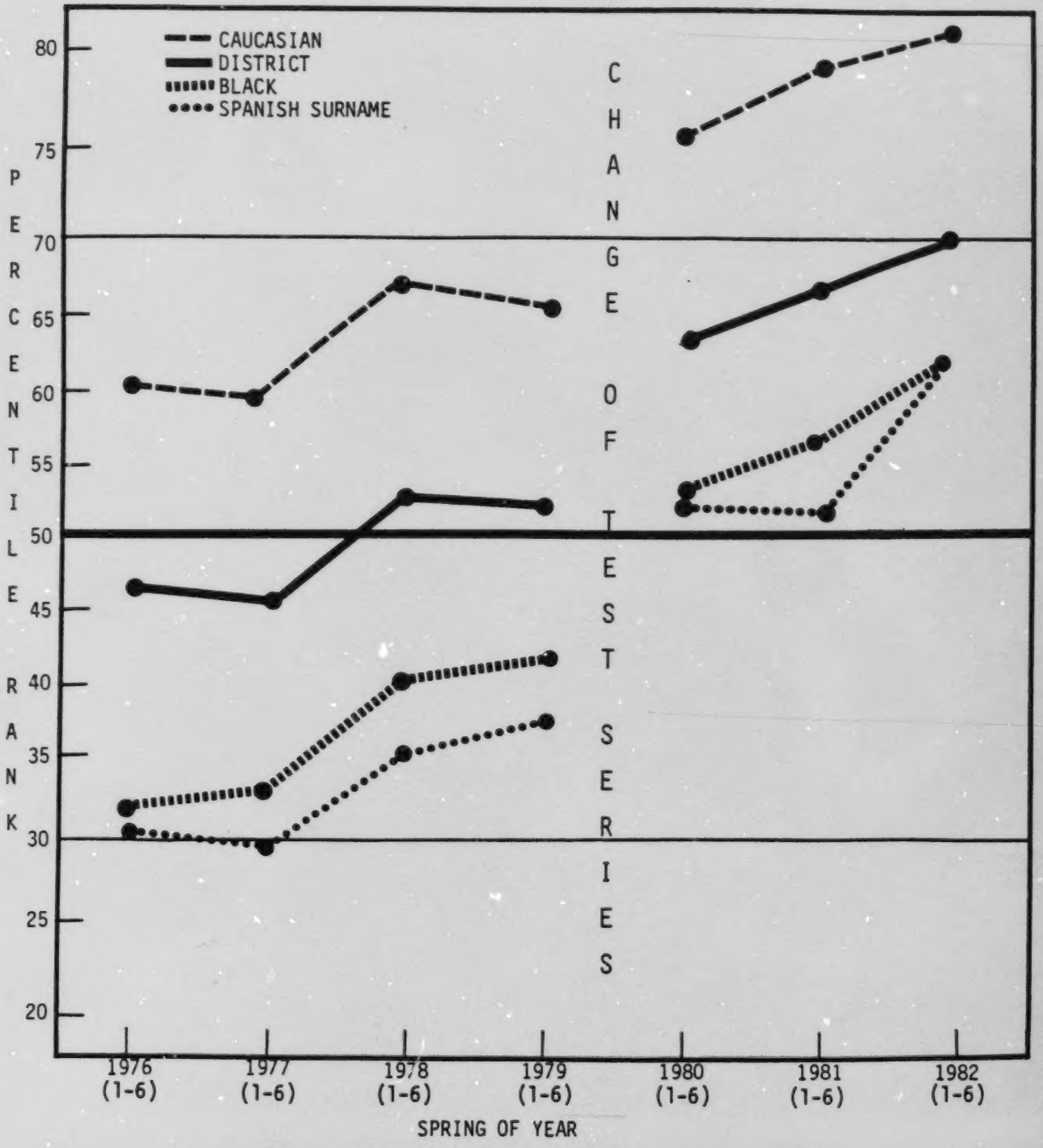
FIGURE C-24

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY MATHEMATICS
1976 THROUGH 1982

This figure displays District elementary (grades 1-6) mathematics achievement levels on the spring administrations of the Metropolitan Achievement Tests for the period 1976 through 1982. Achievement levels are presented for the major ethnic groups in the District: Caucasian, Black, and Spanish Surname. The dots in the figure represent the national percentile rank derived from scores at each grade level.

FIGURE C-24

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
METROPOLITAN ACHIEVEMENT TESTS
ELEMENTARY MATHEMATICS
1976 TO 1982



Test series changed between the spring 1979 and spring 1980 administrations. In mathematics, at grades 1 through 6, achievement levels of the earlier test are approximately equivalent to those of the later test. See description.

Data values for this figure are found in Table C-27.

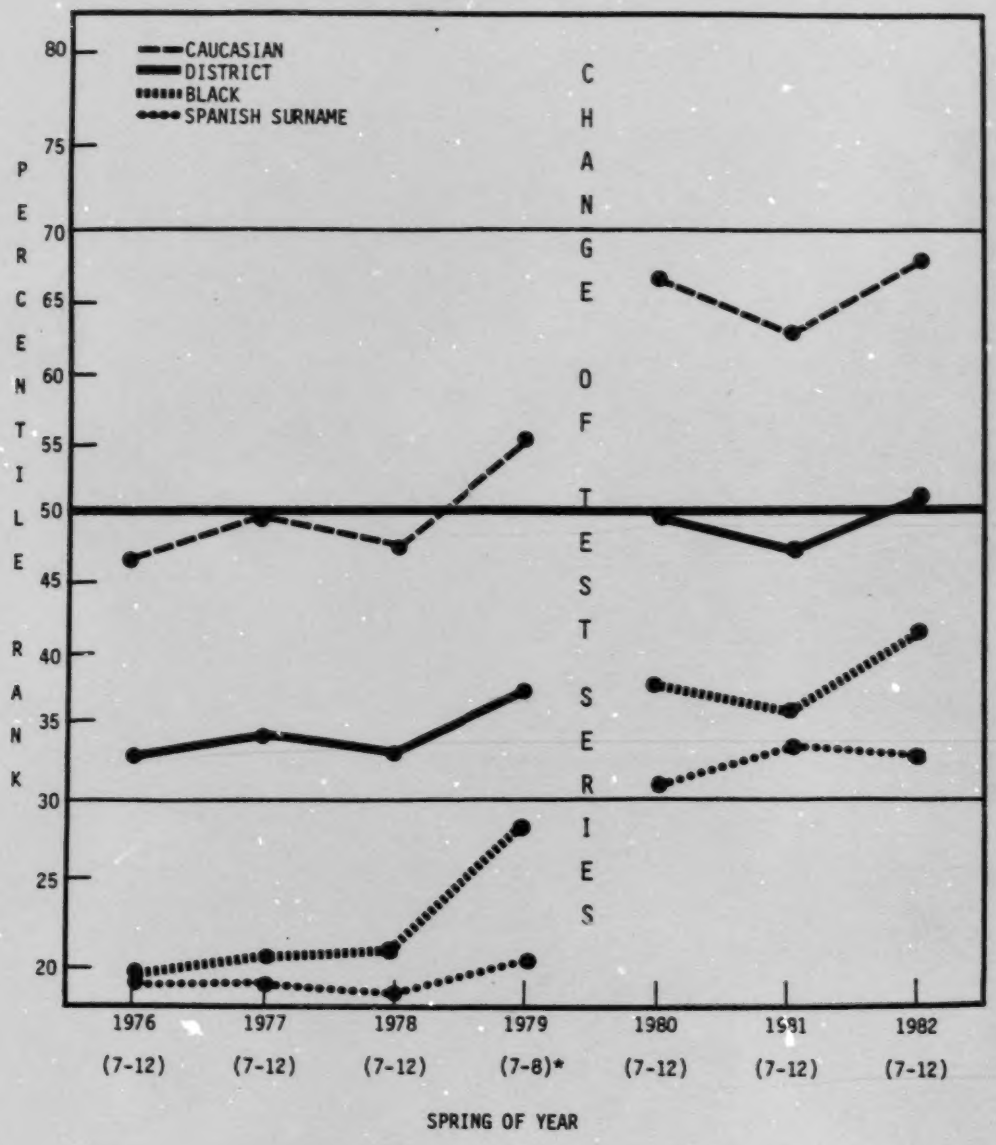
FIGURE C-25

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY READING
1976 THROUGH 1982

This figure displays District secondary reading (grades 7-12) achievement levels on the spring administrations of standardized achievement tests for the period 1976 through 1982. The 1979 data is restricted to grades 7 and 8. Achievement levels are presented for the major ethnic groups in the District: Caucasian, Black, and Spanish Surname. The dots in the figure represent the national percentile rank derived from scores at each grade level.

FIGURE C-25

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY READING
1976 TO 1982



*Grades 9-12 were not tested in 1979.

Test series changed between the spring 1979 and spring 1980 administrations. In reading, at grades 7 and 8, the earlier test tends to understate achievement relative to the later test. At grades 9 through 12, the relationship is uncertain. See description.

Prior to 1980 the Metropolitan Achievement Tests, 1970 edition, were used at grades 7 and 8 and the Stanford Test of Academic Skills at 9 through 12. After 1979 the Metropolitan Achievement Tests, 1978 edition, were used at grades K through 12.

Data values for this figure are found in Table C-27.

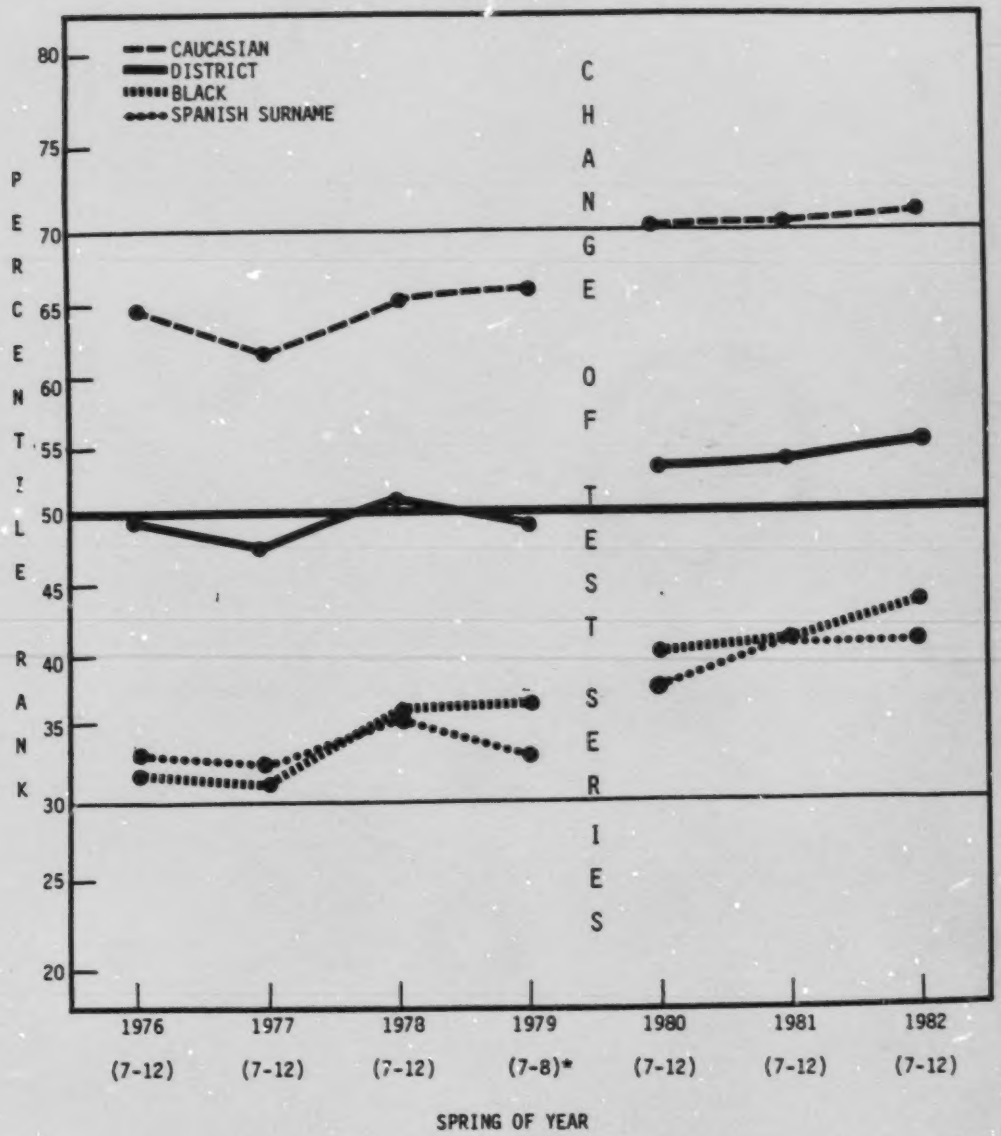
FIGURE C-26

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY MATHEMATICS
1976 THROUGH 1982

This figure shows District secondary (grades 7-12) mathematics achievement on the spring administrations of the standardized achievement tests during the years from 1976 through 1982. The 1979 data is restricted to grades 7 and 8. Achievement levels of the major ethnic groups in the District are presented for this period. The dots in the figure represent the national percentile rank derived from scores at each grade level.

FIGURE C-26

CENTRAL PERCENTILE VALUES
FOR DISTRICT AND MAJOR ETHNIC GROUPS
STANDARDIZED ACHIEVEMENT TESTS
SECONDARY MATHEMATICS
1976 TO 1982



*Grades 9-12 were not tested in 1979.

Test series changed between the spring 1979 and spring 1980 administrations. In mathematics, at grades 7 and 8, the earlier test tends to understate achievement relative to the later test. At grades 9 through 12, the relationship is uncertain. See description.

Prior to 1980 the Metropolitan Achievement Tests, 1970 edition, were used at grades 7 and 8 and the Stanford Test of Academic Skills at 9 through 12. After 1979 the Metropolitan Achievement Tests, 1978 edition, were used at grades K through 12.

Data values for this figure are found in Table C-27.

TABLE C-27

ACHIEVEMENT LEVELS
FOR DISTRICT AND MAJOR ETHNIC GROUPS
CENTRAL PERCENTILE VALUES

This table displays the actual data values which are found in graphic form in Figures C-23 through C-26. Please reference the narratives accompanying these figures, as well as the narratives concerning change of test series in Figures C-1 through C-4, for explanation and interpretation of these values.

TABLE C-27

ACHIEVEMENT LEVELS
FOR DISTRICT AND MAJOR ETHNIC GROUPS
CENTRAL PERCENTILE VALUES

	YEARS OF SPRING TESTING						
	1976	1977	1978	1979	1980	1981	1982
BLACK							
RDG. ELEM.	31.8	33.3	38.8	41.3	42.6	46.4	47.7
SEC.	19.5	20.9	21.3	28.7*	38.3	36.3	41.0
MATH ELEM.	32.5	33.5	40.7	42.0	53.4	56.9	61.6
SEC.	32.1	31.1	37.0	37.1*	40.2	41.0	44.0
CAUCASIAN							
RDG. ELEM.	60.4	60.0	66.9	67.8	64.8	69.0	70.1
SEC.	47.4	49.7	48.3	55.1*	66.7	63.2	67.4
MATH ELEM.	60.5	59.6	67.4	65.7	76.2	78.5	81.0
SEC.	64.9	61.8	65.7	66.6*	70.3	70.5	71.2
SPANISH SURNAME							
RDG. ELEM.	25.3	24.4	27.5	30.4	34.0	37.0	41.5
SEC.	19.1	19.1	18.1	20.7*	31.0	34.0	33.6
MATH ELEM.	30.4	29.6	35.1	37.1	52.0	42.0	61.4
SEC.	33.7	32.8	36.1	33.6*	38.4	41.0	40.6
TOTAL DISTRICT							
RDG. ELEM.	45.1	45.1	50.4	51.9	51.5	54.7	55.7
SEC.	33.1	34.7	33.5	38.3*	50.0	46.9	50.6
MATH ELEM.	46.3	45.3	52.5	52.0	63.8	66.5	69.9
SEC.	49.9	47.2	51.0	49.0*	53.5	53.6	55.1

CHANGE OF TEST SERIES

These are the values shown in Figures C-23 to C-26. They are percentile ranks corresponding to mean NCE's. Refer to footnotes in Figures C-23 through C-26 for interpretation of the effect of the change of test series on achievement at each grade range and in each subject.

*These values are for grades 7 and 8 only; in spring 1979, no districtwide testing was done in grades 9-12.

FIGURE C-28

DISTRIBUTION OF STUDENT SCORES
MAJOR ETHNIC GROUPS
SPRING 1982 METROPOLITAN ACHIEVEMENT TESTS
READING K-12

This figure shows K-12 reading achievement on the spring 1982 administration of the Metropolitan Achievement Tests. For the major ethnic groups in the District, scores are distributed into national norm quarters of achievement. If District performance conformed exactly to the national norming sample, each quarter would show 25 per cent of the scores.

FIGURE C-28

DISTRIBUTION OF STUDENT SCORES
MAJOR ETHNIC GROUPS
SPRING 1982 METROPOLITAN ACHIEVEMENT TESTS
READING K-12

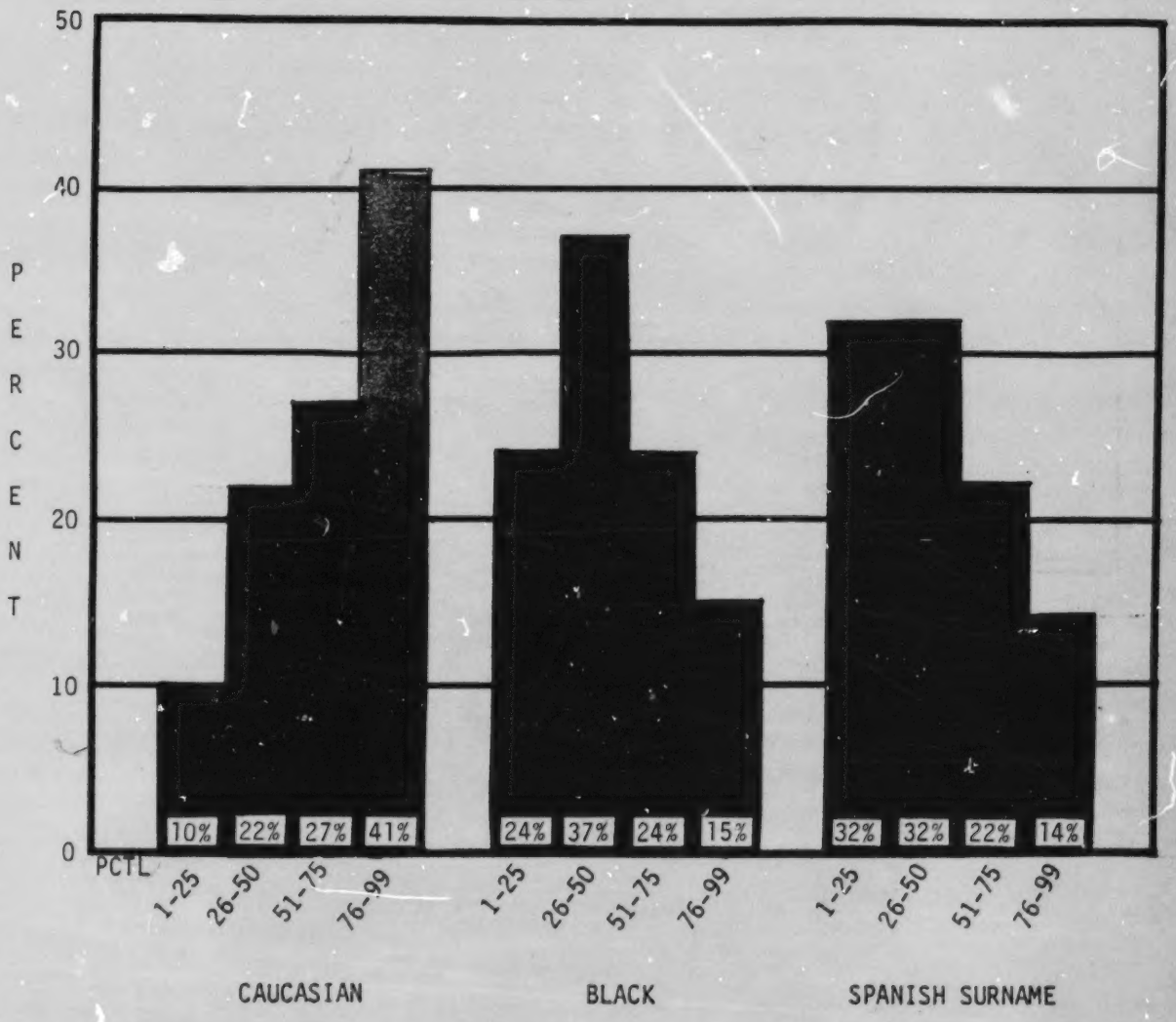


FIGURE C-29

DISTRIBUTION OF STUDENT SCORES
MAJOR ETHNIC GROUPS
SPRING 1982 METROPOLITAN ACHIEVEMENT TESTS
MATHEMATICS K-12

This figure shows the K-12 mathematics achievement on the spring 1982 administration of the Metropolitan Achievement Tests. For the major ethnic groups in the District, scores are distributed into national norm quarters of achievement. If District performance conformed exactly to the national norming sample, each quarter would show 25 per cent of the scores.

FIGURE C-29

DISTRIBUTION OF STUDENT SCORES
MAJOR ETHNIC GROUPS
SPRING 1982 METROPOLITAN ACHIEVEMENT TESTS
MATHEMATICS K-12

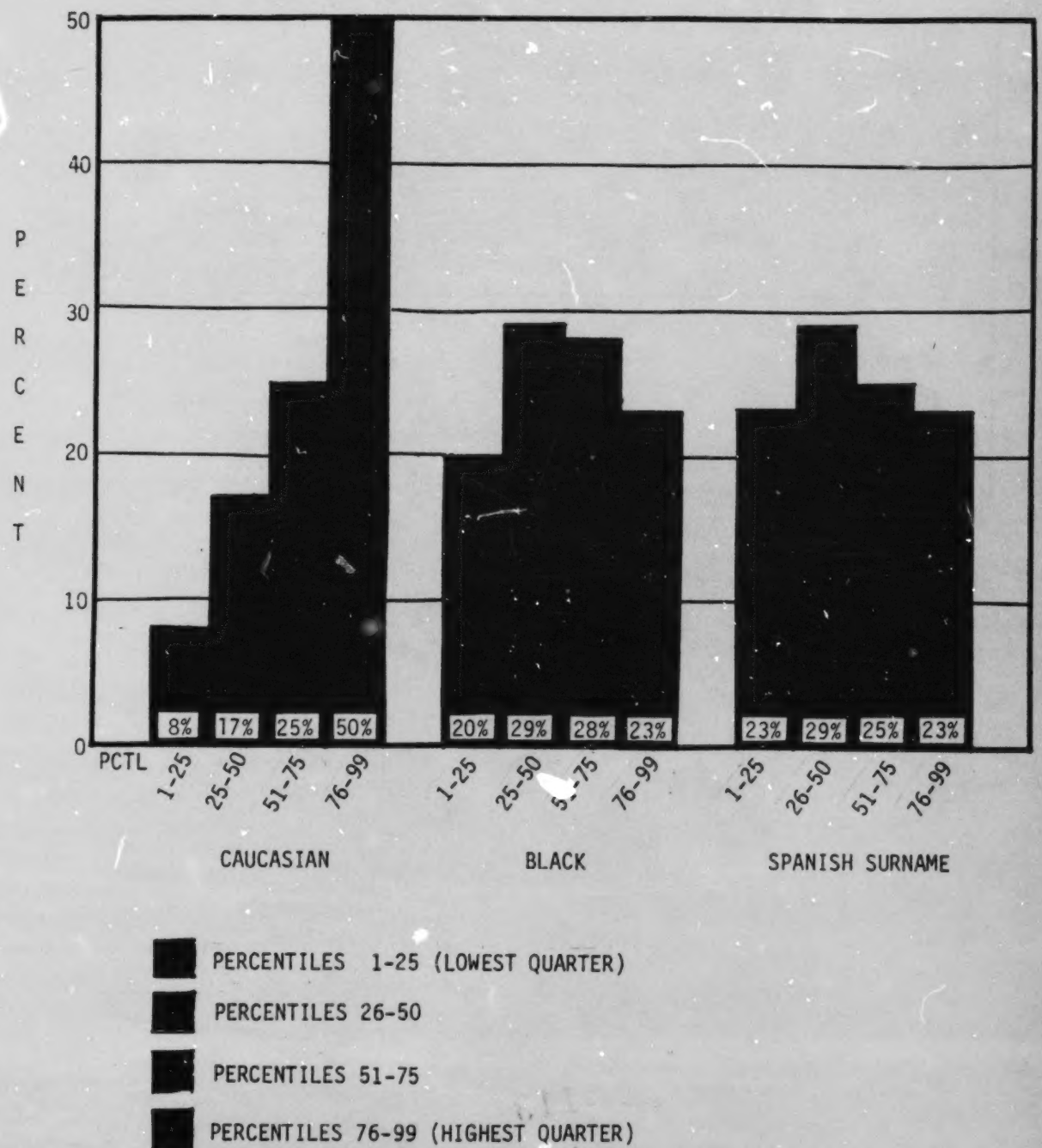


FIGURE C-30

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1973 THROUGH 1981
READING - GRADE 3

This figure shows the performance of District pupils on the New York State PEP Test in reading at grade 3 for 1973 through 1981. District pupils' performance is compared to that of public school students statewide and in the Big 5 cities (Albany, Buffalo, Rochester, Syracuse and Yonkers). The figure shows percentages of pupils scoring above the state reference point.

Prior to 1977, District achievement was lower than both New York State achievement and Big 5 cities' achievement. By 1977 Rochester had surpassed the Big 5 cities on this test, and by 1980 had also surpassed New York State performance. For the last two years, almost 90 per cent of District third graders have scored above the state reference point, while New York State performance was slightly less positive and Big 5 cities' performance was closer to 80 per cent above the state reference point.

FIGURE C-30

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTS SCORING ABOVE STATE REFERENCE POINT
1973-81
READING - GRADE 3

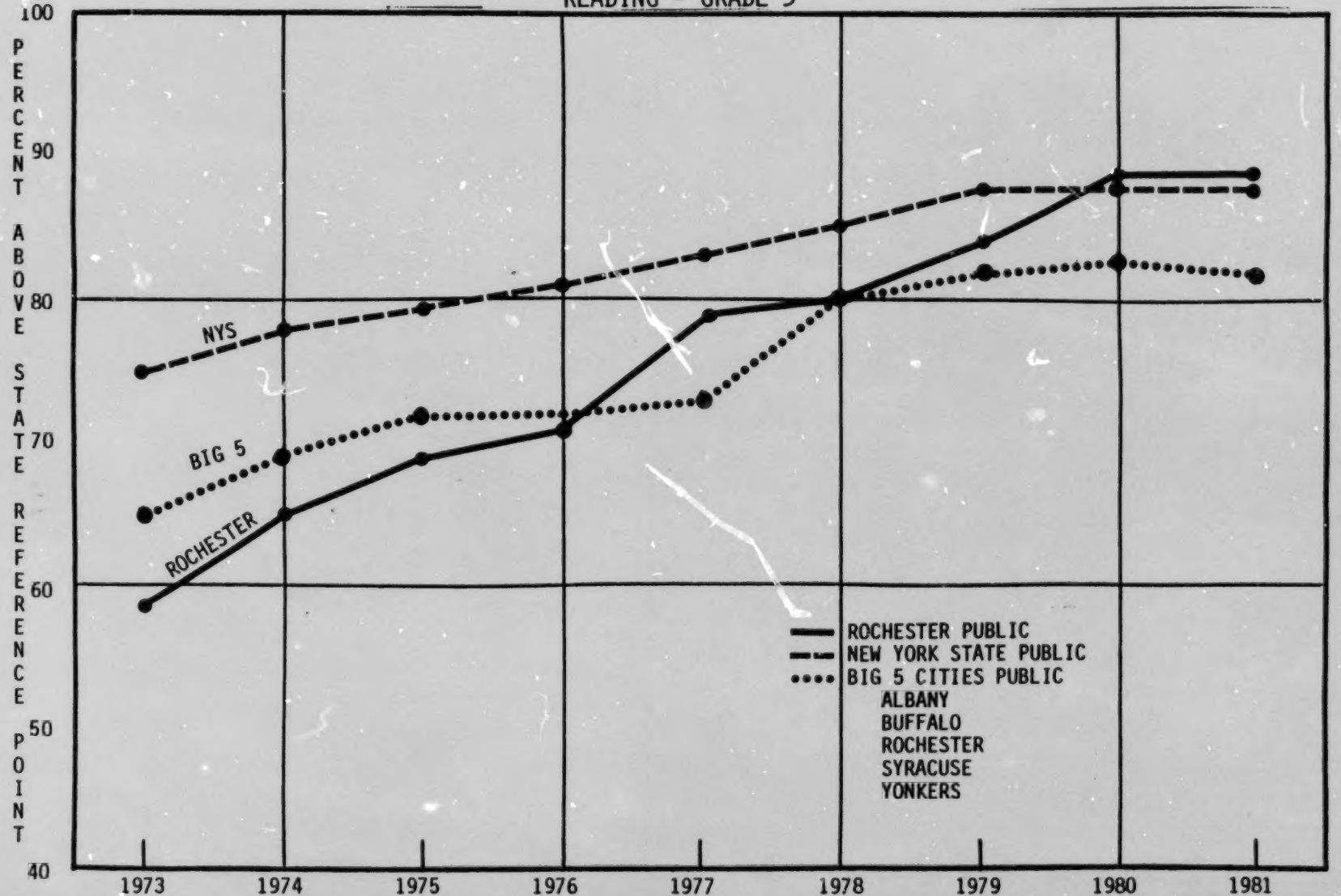


FIGURE C-31

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1973 THROUGH 1981
MATHEMATICS - GRADE 3

This figure shows the performance of District students on the New York State PEP Test in mathematics at grade 3 for 1973 through 1981. District pupils' performance is compared to that of public school students statewide and in the Big 5 cities (Albany, Buffalo, Rochester, Syracuse and Yonkers). The figure shows percentages of pupils scoring above the state reference point.

Prior to 1980, District students' performance was substantially below that of New York State students and of Big 5 cities' students. In 1980, District students' performance exceeded the statewide figure for the first time. Districtwide performance showed a slight decline in 1981 but remained close to that of both the state and the Big 5 cities. In 1981, approximately 85 per cent of District third graders scored at or above the state reference point.

FIGURE C-31

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTS SCORING ABOVE STATE REFERENCE POINT
1973-81
MATHEMATICS - GRADE 3

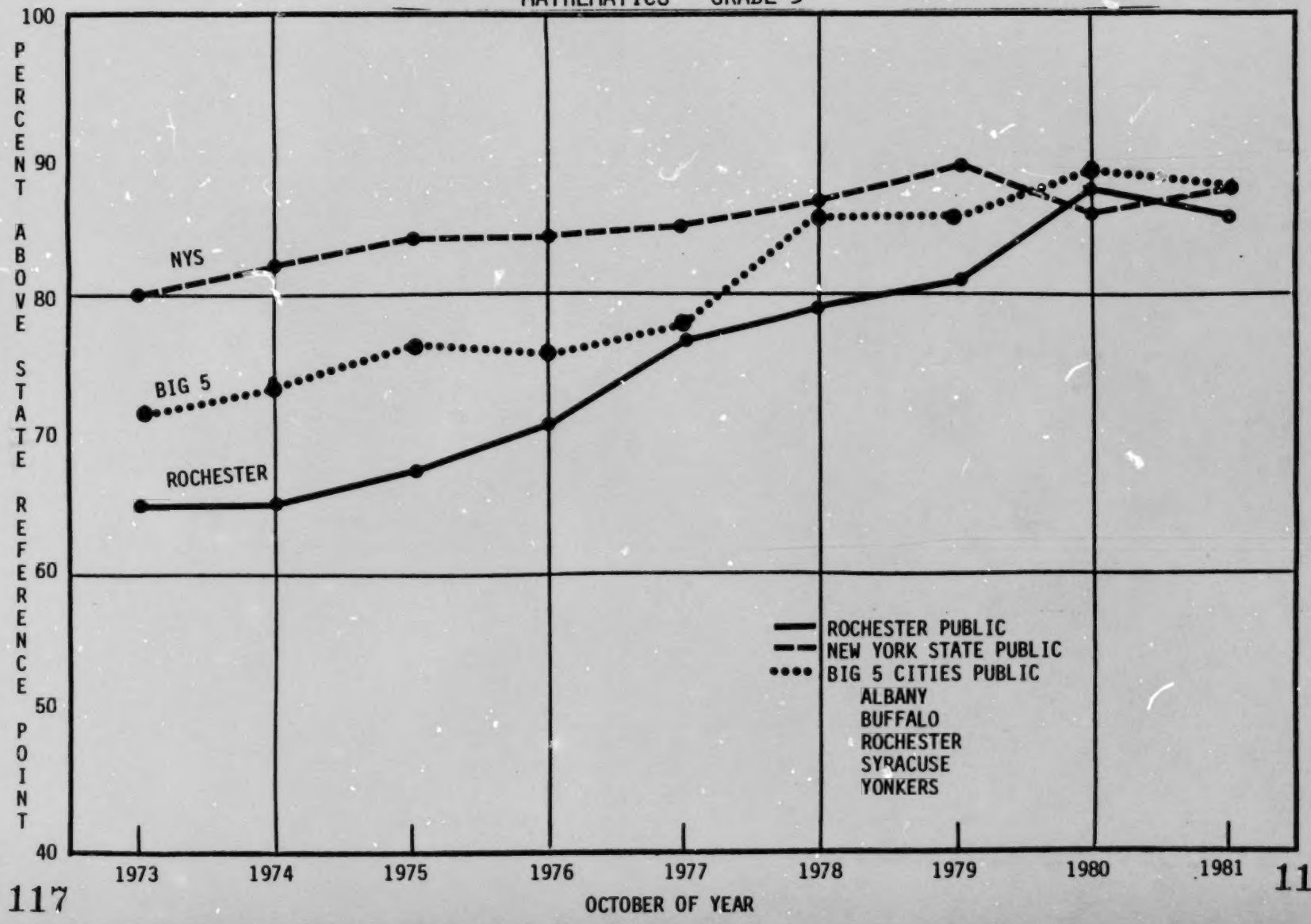


FIGURE C-32

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1973 THROUGH 1982
READING - GRADE 6

This figure shows the performance of District pupils on the New York State PEP Test in reading at grade 3 for 1973 through 1982. District students' performance is compared to that of public school students statewide and in the Big 5 cities (Albany, Buffalo, Rochester, Syracuse and Yonkers). The figure shows percentages of pupils scoring above the state reference point.

In 1973, Rochester showed approximately 50 per cent of its students scoring above the state reference point, and ranked lower than the Big 5 cities and statewide school groups. Performance improved over the period and, at the most recent PEP testing in May 1982, performance of District 6th graders exceeded that of students statewide and in the Big 5 cities.

FIGURE C-32

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTS SCORING ABOVE STATE REFERENCE POINT
1973-82
READING - GRADE 6

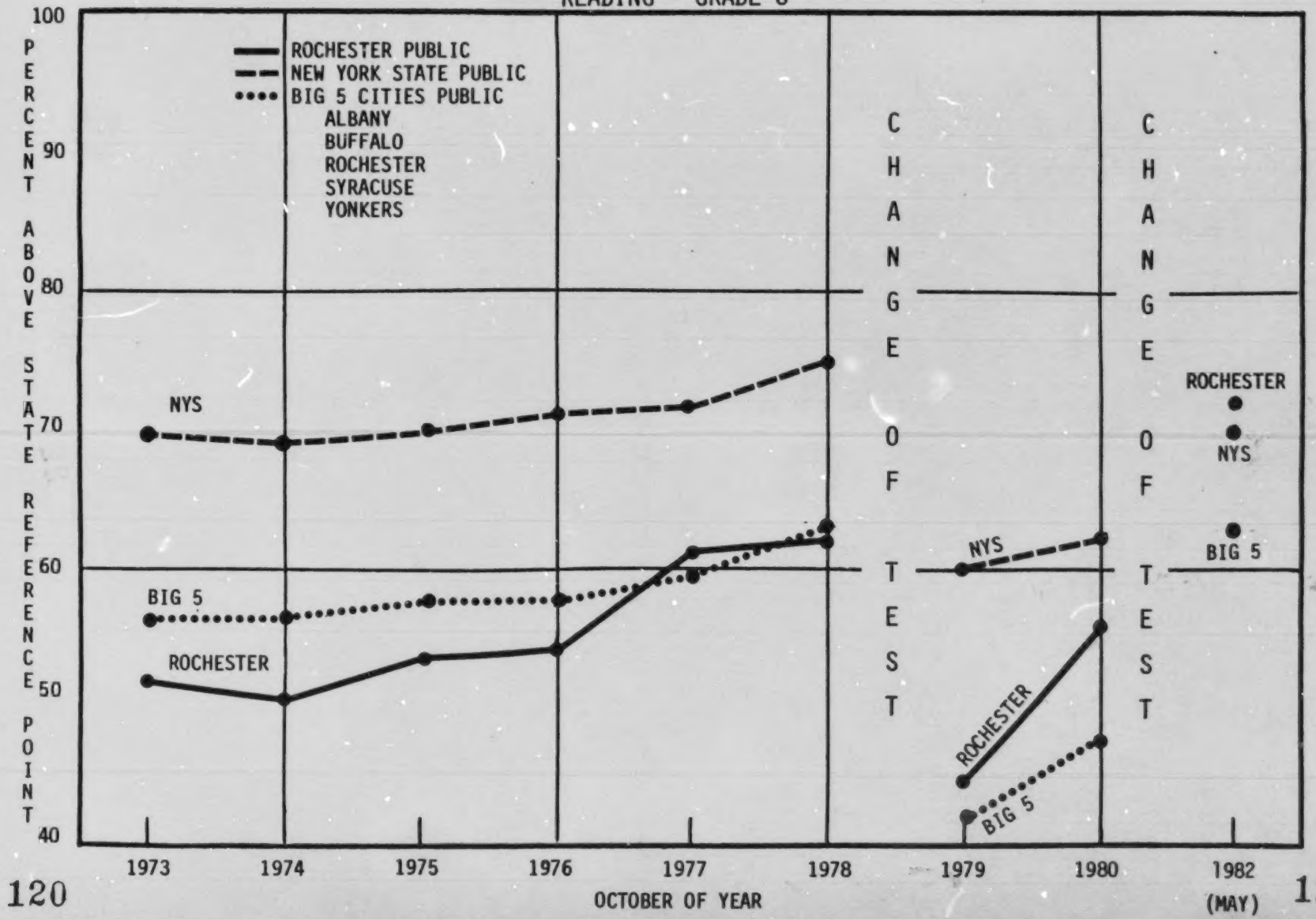


FIGURE C-33

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTAGES SCORING ABOVE STATE REFERENCE POINT
1973 THROUGH 1981
MATHEMATICS - GRADE 6

This figure shows the performance of District pupils on the New York State PEP Test in mathematics at grade 6 from 1973 through 1981. District students' performance is compared to that of public school students statewide and in the Big 5 cities (Albany, Buffalo, Rochester, Syracuse and Yonkers). The figure shows percentages of pupils scoring above the state reference point.

The figure indicates improvement in performance among sixth grade pupils in Rochester, Big 5 and state public schools. The rate of improved performance of local sixth grade students exceeds that of either state or Big 5 cities' groups.

FIGURE C-33

NEW YORK STATE PUPIL EVALUATION PROGRAM (PEP)
PERCENTS SCORING ABOVE STATE REFERENCE POINT
1973-81
MATHEMATICS - GRADE 6

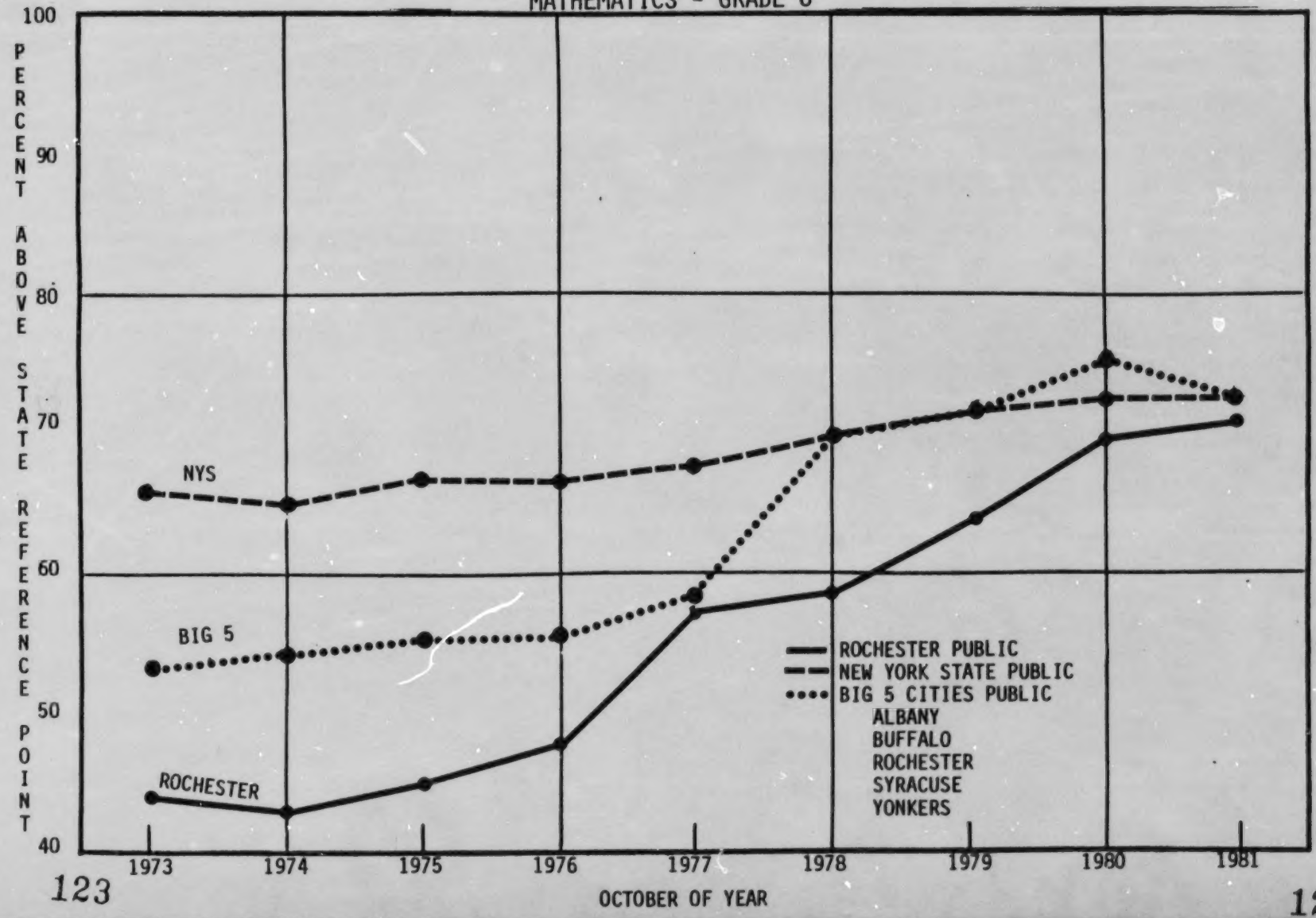


FIGURE C-34

PRELIMINARY COMPETENCY TESTS
PERCENTAGES SCORING ABOVE STATE REFERENCE POINTS
GRADE 8
READING AND WRITING
1980 AND 1981

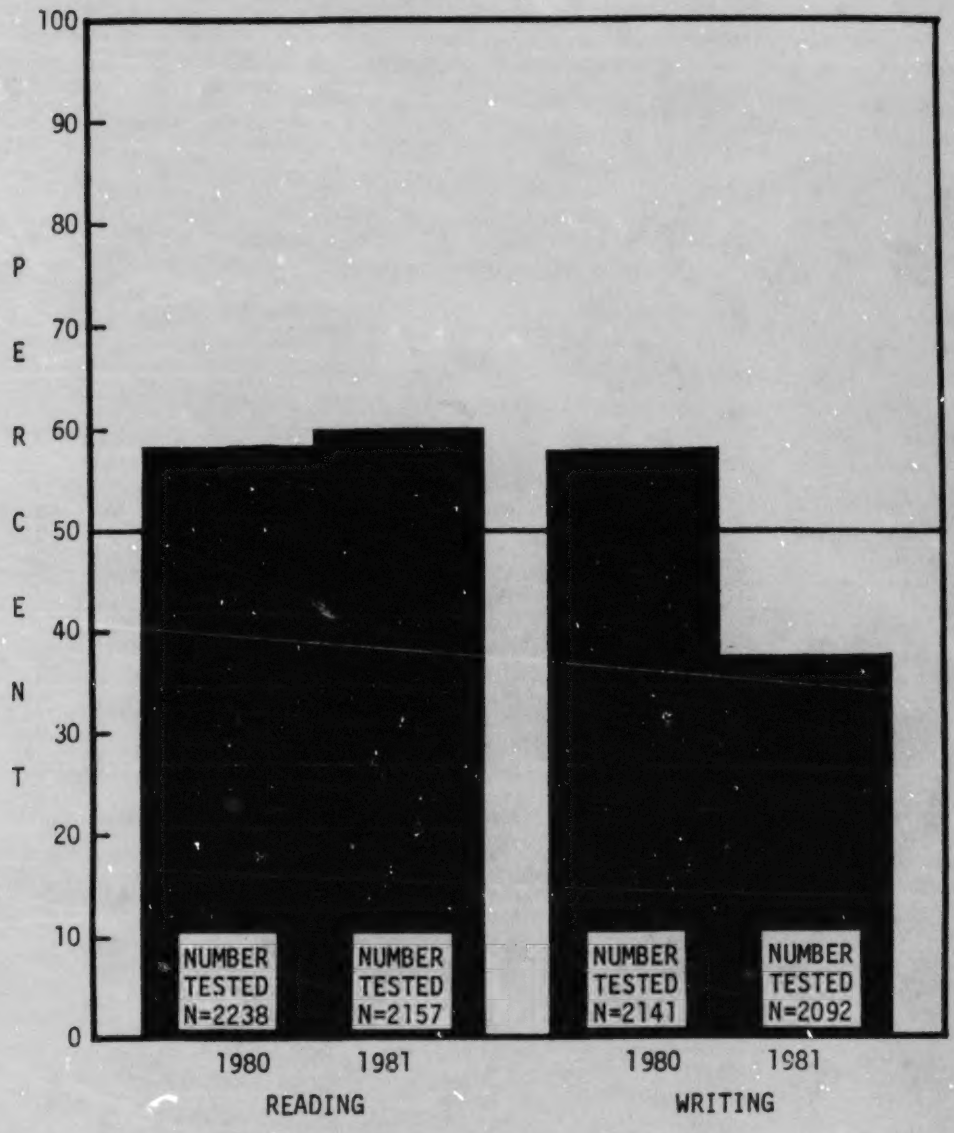
This figure shows, for the fall 1980 and fall 1981 Preliminary Competency Tests in reading and writing, the percentage of all grade 8 students taking the tests who scored above the state reference point.

In each of these test administrations the number tested ranged between 2,092 and 2,238. In reading, the percentage of those taking the test who scored above the state reference point was approximately 60 per cent in 1980 and in 1981. The percentage scoring above the state reference point in the writing test was approximately 58 in 1980 and approximately 38 in 1981.

The analysis in this figure excludes special education students.

FIGURE C-34

PRELIMINARY COMPETENCY TESTS
PERCENTAGES SCORING ABOVE STATE REFERENCE POINTS
GRADE 8
READING AND WRITING
1980 AND 1981



Excludes Special Education students.

FIGURE C-35

PERCENTAGE OF SENIORS
MEETING REGENTS COMPETENCY REQUIREMENTS
FOR GRADUATION
1980, 1981, AND 1982

This figure shows the percentages of potential graduates who met graduation requirements under the Regents Competency Plan. Students meeting these requirements either passed the Regents Competency Tests or a Regents examination in the relevant subject area, or obtained a satisfactory score on the Scholastic Aptitude Test or American College Testing program test. The proportion of students meeting Regents Competency requirements declined in 1982.

Data for 1980 and 1981 includes a number of students who, under state graduation requirements, were allowed to substitute passing Basic Competency Tests for passing Regents Competency examinations.

FIGURE C-35

PERCENT OF SENIORS
MEETING REGENTS COMPETENCY REQUIREMENTS
FOR GRADUATION
1980, 1981, AND 1982

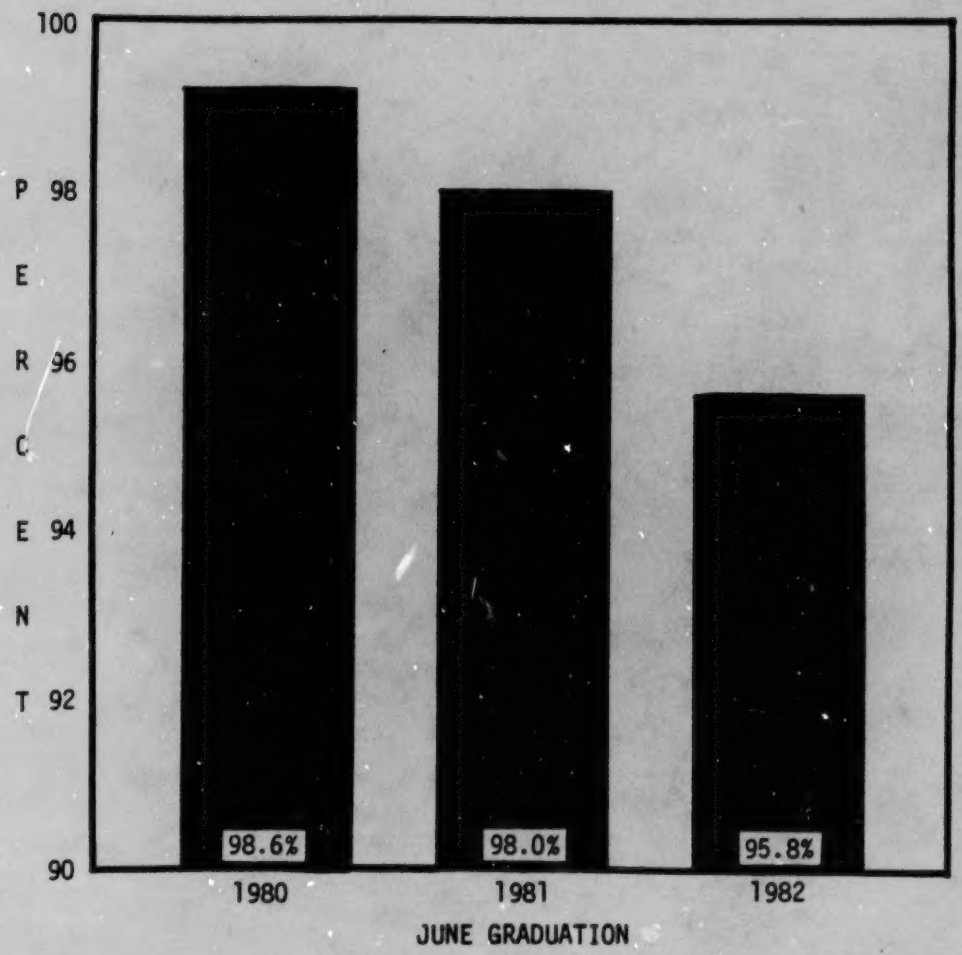


TABLE C-36

REGENTS COMPETENCY TESTS
JANUARY AND JUNE ADMINISTRATIONS
1982

This figure shows the numbers and percentages of District students who took the Regents Competency Tests and who passed or failed them in each of the basic subjects. Students have multiple opportunities to take and pass the Regents Competency Tests. For this reason percentages in the June administration in grade 12 are based on a relatively small number of students taking the test, and include those who have previously failed. In all three of the basic skills at 11th and 12th grade, a larger number of students are administered the test in January than in June.

TABLE C-36

REGENTS COMPETENCY TESTS
JANUARY AND JUNE ADMINISTRATIONS
1982

		JANUARY ADMINISTRATION				JUNE ADMINISTRATION			
		NUMBER WRITTEN	NUMBER PASSED	PERCENT PASSED	NUMBER FAILED	NUMBER WRITTEN	NUMBER PASSED	PERCENT PASSED	NUMBER FAILED
READING	GRADE 11	1029	936	91.0	93	127	94	74.0	33
	GRADE 12	304	270	88.8	34	23	17	73.9	6
	TOTAL	1333	1206	90.5	127	150	111	74.0	39
WRITING	GRADE 11	1149	811	70.6	338	285	120	42.1	165
	GRADE 12	391	286	73.1	105	98	67	68.4	31
	TOTAL	1540	1097	71.2	443	383	187	48.8	196
MATHEMATICS	GRADE 9	0	NA	NA	NA	180	127	70.6	53
	GRADE 10	21	10	47.6	11	493	390	79.1	103
	GRADE 11	665	439	66.0	226	264	166	62.9	98
	GRADE 12	245	154	62.9	91	92	55	59.8	37
	TOTAL	931	603	64.8	328	1029	738	71.7	291

Attainment

APPENDIX D
ATTAINMENT

District profiles of student attainment, as represented in the proportions of students placed in Regents programs, qualifying for Regents diplomas, graduating, and receiving Regents scholarships, are presented in this section.

Figure D-1 indicates an increase since 1977-78 in the percentage of students placed in non-Regents programs. Analysis of students enrolled in ninth grade social studies programs in 1982 indicates that approximately two of three are currently placed in non-Regents programs. Table D-2 reveals a tendency towards non-Regents placement since September 1977, reflected in the placement statistics of all District comprehensive secondary schools except Franklin.

Table D-3 compares numbers and percentages of senior high students in Regents and non-Regents courses (English, mathematics, social studies and science) who received failing report card grades.

Figure D-4 indicates a decrease in the percentage of seniors graduated, from 92 per cent in 1978 to 88.4 per cent in 1982.

Figure D-5 shows the percentages of graduates receiving local or Regents diplomas.

Figure D-6 shows the number of Regents scholarships awarded to District students for the school years 1977-78 through 1981-82, and the proportions of scholarships earned by students at District secondary schools.

Figure D-7 summarizes attainment data for District secondary schools for the school years 1977-78 through 1981-82.

More data by school is available through the New York State Education Department which compiles the annual BEDS data.

FIGURE D-1

PERCENTAGE OF
GRADE 9 SOCIAL STUDIES STUDENTS
PLACED IN REGENTS AND NON-REGENTS
SOCIAL STUDIES COURSES
1977 THROUGH 1982

Figure D-1 indicates the proportion of ninth grade students placed in Regents or non-Regents Social Studies courses for the period 1977-1982. (School Without Walls and Edison were excluded from this analysis because of anomalies in student placement.)

The figure indicates that Regents placement dropped from 40.2 per cent in fall 1977 to 33.5 per cent in fall 1982, while non-Regents placement increased from 59.8 per cent to 66.5 per cent.

FIGURE D-1

PERCENTAGES OF
GRADE 9 SOCIAL STUDIES STUDENTS
PLACED IN REGENTS AND NONREGENTS
SOCIAL STUDIES COURSES
FALL OF YEAR 1977 THROUGH 1982

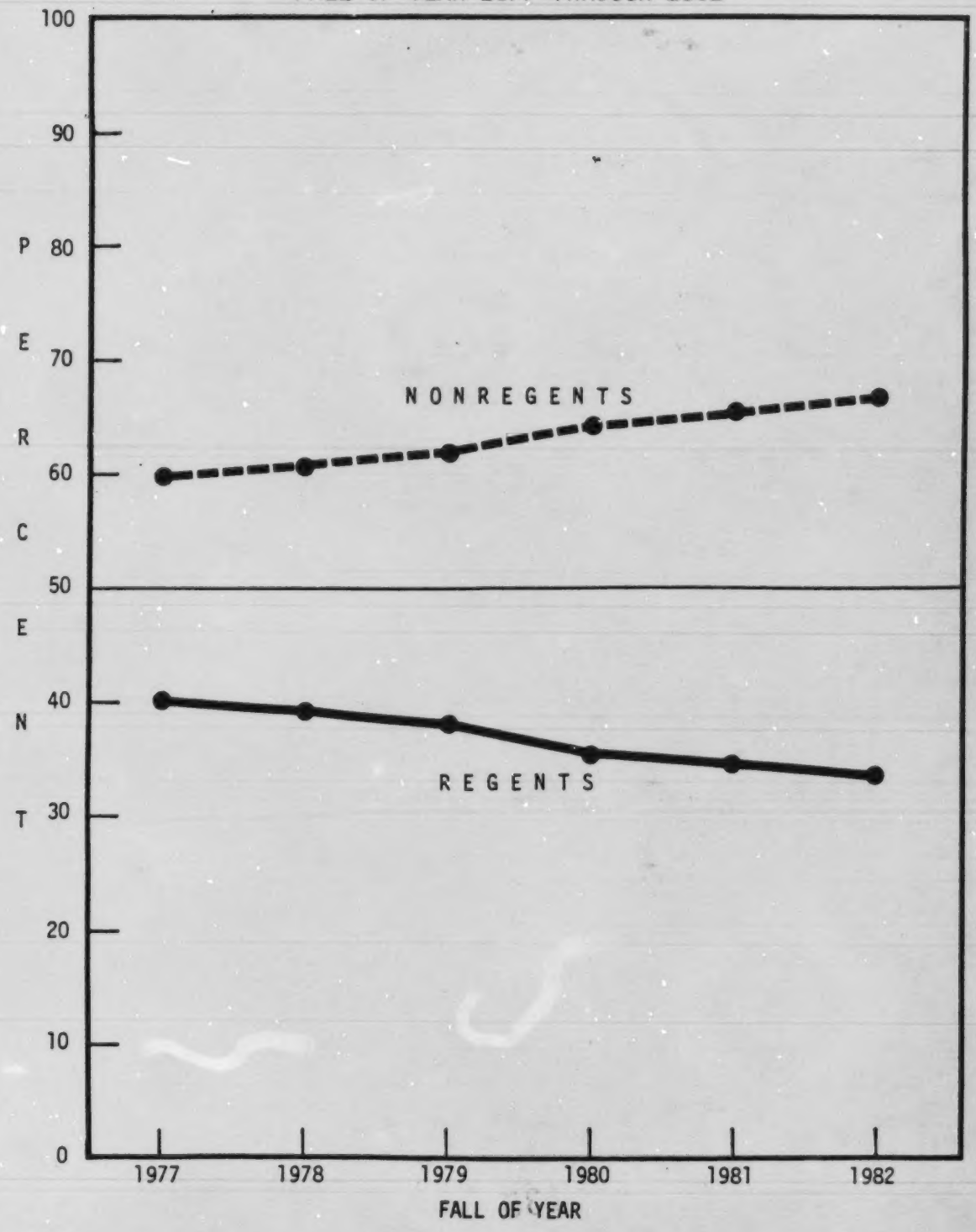


TABLE D-2

GRADE 9 SOCIAL STUDIES STUDENTS
PLACED IN REGENTS AND NON-REGENTS
SOCIAL STUDIES COURSES
FALL OF YEAR 1977 THROUGH 1982

Table D-2 provides a school by school analysis of Regents/non-Regents placement of entering ninth grade students. Social Studies courses were used because they accurately reflect the Regents/non-Regents distinction. School Without Walls and Edison were not included because of anomalies in student placement.

For the total of all buildings, Regents placement declined from 40.2 per cent in fall 1977 to 33.5 per cent in fall 1982, while non-Regents placement increased from 59.8 per cent in fall 1977 to 66.5 per cent in fall 1982. Comparing fall 1977 to fall 1982, all buildings show a decrease in the percentage of ninth grade students placed in Regents Social Studies classes except Franklin, which increased from 21.8 per cent to 22.8 per cent.

TABLE D-2

GRADE 9 SOCIAL STUDIES STUDENTS
PLACED IN REGENTS AND NONREGENTS
SOCIAL STUDIES COURSES
FALL OF YEAR 1977 THROUGH 1982

SCHOOL	PLACE-MENT	NUMBER						PERCENT					
		1977	1978	1979	1980	1981	1982	1977	1978	1979	1980	1981	1982
CHARLOTTE	R	139	108	97	74	85	83	60.4	42.3	37.8	42.2	37.9	37.4
	NR	91	147	159	101	139	139	39.6	57.7	62.2	57.8	62.1	62.6
	TOTAL	230	255	256	175	224	222						
EAST	R	264	211	263	221	268	230	46.6	39.4	47.3	41.2	44.7	45.5
	NR	302	324	292	315	331	276	53.4	60.6	52.7	58.8	55.3	54.5
	TOTAL	566	535	555	536	599	506						
FRANKLIN	R	127	113	173	156	138	115	21.8	18.8	30.4	27.4	22.2	22.8
	NR	456	487	395	412	483	390	78.2	81.2	69.6	72.6	77.8	77.2
	TOTAL	583	600	568	568	621	505						
JEFFERSON	R	122	97	84	75	72	54	50.0	45.7	38.8	38.4	27.6	23.3
	NR	122	115	132	120	188	178	50.0	54.3	61.2	61.6	72.4	76.7
	TOTAL	244	212	216	195	260	232						
MADISON	R	136	171	115	73	NA	NA	25.5	35.6	27.3	26.5	NA	NA
	NR	397	309	306	202	NA	NA	74.5	64.4	72.7	73.5	NA	NA
	TOTAL	533	480	421	275	NA	NA						
MARSHALL	R	152	212	170	148	147	103	48.9	65.4	61.1	54.0	42.8	35.9
	NA	159	112	108	126	196	184	51.1	34.6	38.9	46.0	57.2	64.1
	TOTAL	311	324	278	274	343	287						
MONROE	R	155	153	71	100	102	114	59.6	52.5	29.7	32.4	37.0	34.1
	NR	105	138	168	208	173	220	40.4	47.5	70.3	67.6	63.0	65.9
	TOTAL	260	291	239	308	275	334						
TOTAL OF ABOVE BUILDINGS	R	1095	1065	973	847	812	699	40.2	39.4	38.4	36.3	34.9	33.5
	NR	1632	1632	1560	1484	1510	1387	59.8	60.6	61.6	63.7	65.1	66.5
	TOTAL	2727	2697	2533	2331	2322	2086						

TABLE D-3

REPORT CARD FAILING MARKS
NUMBERS AND PERCENTAGES
FINAL MARKS JUNE 1982

This table shows an analysis of final report card marks in June 1982 for grades 9 through 12 in English, Mathematics, Social Studies, and Science. The analysis also incorporates Regents and non-Regents placement distinction for each of these subjects at each grade level. The number of students receiving final failing marks and the percentage which this represents of all marks is also provided for students in non-Regents classes.

With the exception of Social Studies at grade 11 the proportion of students in non-Regents classes receiving failing final marks exceeds that of students in Regents classes. This uneven distribution of failing marks is most evident in English where non-Regents students' failure rates are approximately double those of Regents students. The highest percentages of failures in all subjects, both Regents and non-Regents, are found at grade 9.

In grade 9 the percentages of Regents and non-Regents failures in English are 15.4 and 34.5 respectively, in Mathematics 24.0 and 45.9, in Social Studies 24.8 and 35.6, and in Science 27.1 and 31.2.

TABLE D-3

REPORT CARD FAILING MARKS
NUMBERS AND PERCENTAGES
FINAL MARKS JUNE 1982

SUBJECT	GRADE															
	9				10				11				12			
	REGENTS		NON-REGENTS		REGENTS		NON-REGENTS		REGENTS		NON-REGENTS		REGENTS		NON-REGENTS	
	NUM.	PCT.	NUM.	PCT.	NUM.	PCT.	NUM.	PCT.	NUM.	PCT.	NUM.	PCT.	NUM.	PCT.	NUM.	PCT.
ENGLISH	154	15.4	461	34.5	95	11.2	224	21.0	61	9.8	220	22.8	12	3.6	67	8.5
MATHE-MATICS	152	24.0	570	45.9	92	22.0	159	22.6	49	15.8	65	22.1	NA	NA	NA	NA
SOCIAL STUDIES	244	24.8	505	35.6	142	20.7	431	29.0	93	20.2	211	18.7	NA	NA	NA	NA
SCIENCE	174	27.1	319	31.2	99	19.5	200	24.8	32	13.2	62	16.6	19	12.6	23	19.2

Honors courses in English and Social Studies are counted with Regents, while Basic Skills courses are counted with non-Regents. Electives are excluded.

FIGURE D-4

PER CENT OF
SENIORS GRADUATED
JUNE 1978 THROUGH JUNE 1982

Figure D-4 shows the percentages of grade 12 students who graduated from June 1978 through June 1982. These percentages are based on all regular schools and alternative programs awarding diplomas. The percentage of seniors graduated was 92.0 in June 1978 and 88.4 in June 1982.

FIGURE D-4

PERCENT OF
SENIORS GRADUATED
JUNE 1978 TO JUNE 1982

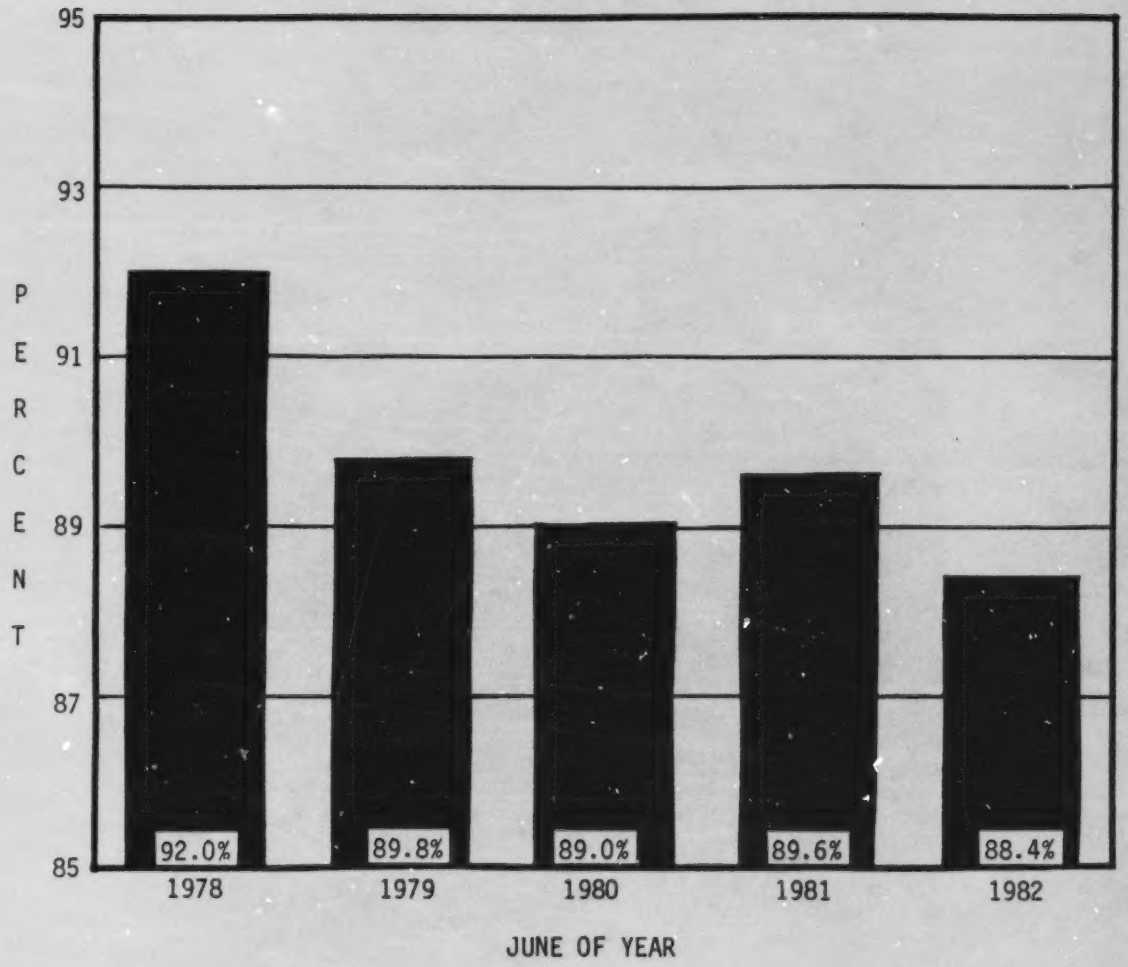


FIGURE D-5

PER CENT OF GRADUATES
RECEIVING REGENTS AND LOCAL DIPLOMAS
1978 THROUGH 1982

This figure shows the percentage of graduates who received Regents diplomas and the percentage who received local diplomas from 1978 through 1982.

The percentage of graduates receiving Regents diplomas was 22.5 in 1978, 20.5 in 1981, and 22.2 in 1982.

FIGURE D-5

PERCENT OF GRADUATES
RECEIVING REGENTS AND LOCAL DIPLOMAS
1978 TO 1982

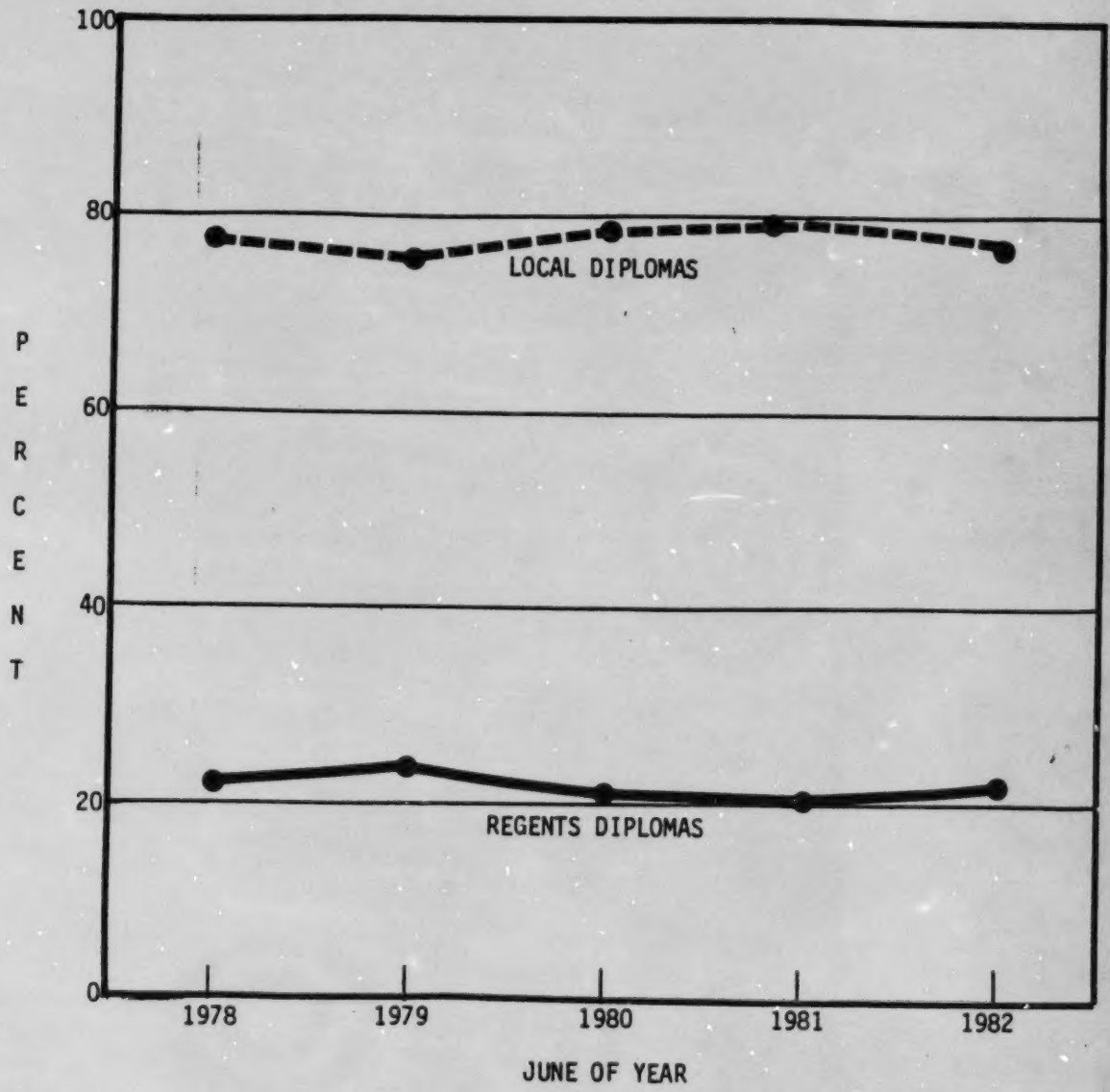


FIGURE D-6

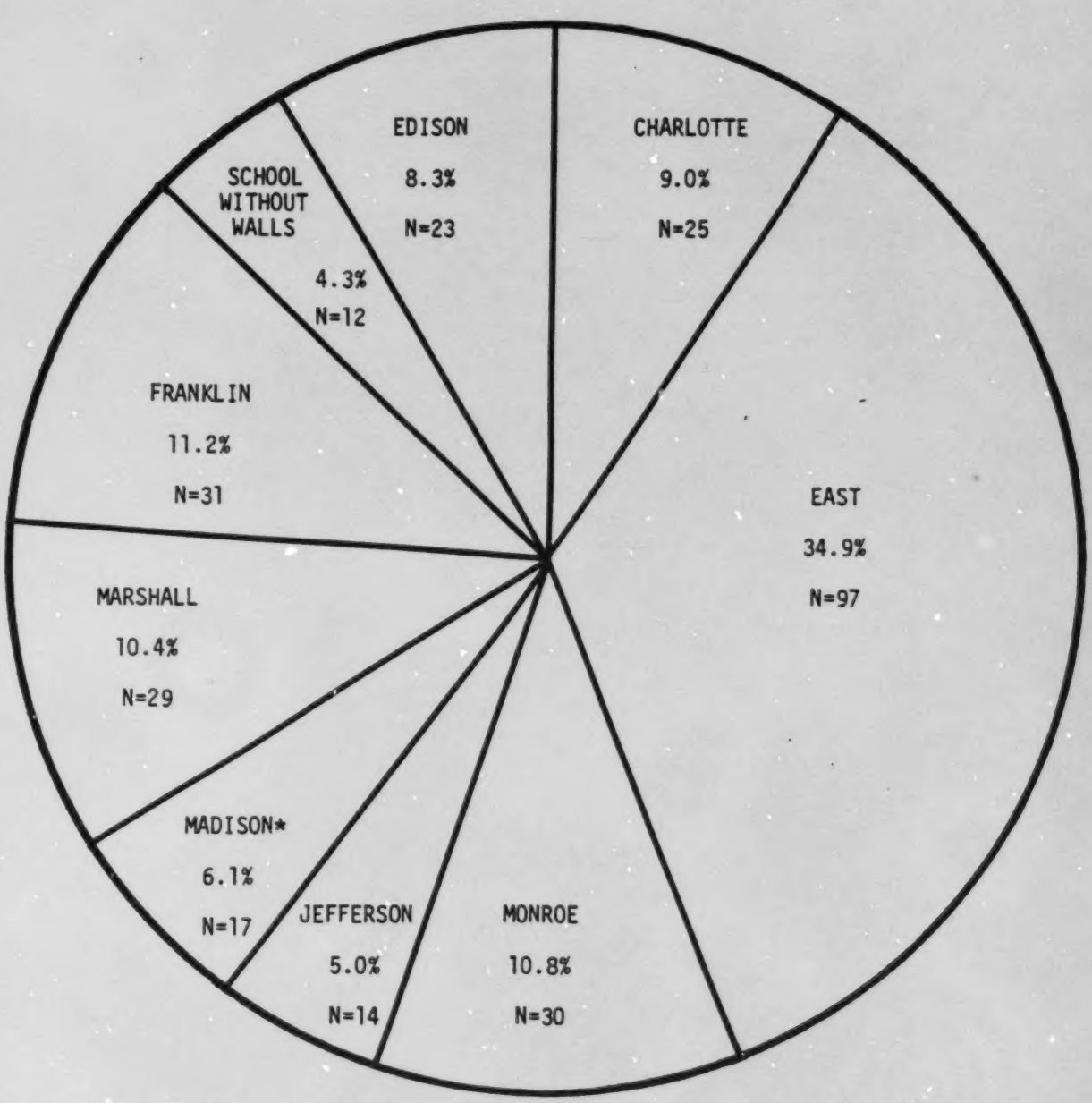
REGENTS SCHOLARSHIPS
BY SCHOOL
1977-78 THROUGH 1981-82

This figure shows a school by school analysis of Regents scholarships awarded over a five school year period from 1977-78 through 1981-82. For each school the number of Regents scholarships is shown, and the percentage which that number represents of the districtwide total for the five school year period.

The total number of Regents scholarships awarded during these five school years is 278. Of this total students at East were awarded 97 (34.9%), students at Franklin 31 (11.2%), students at Monroe 30 (10.8%), students at Marshall 29 (10.4%), etc.

FIGURE D-6

REGENTS SCHOLARSHIPS
BY SCHOOL
1977-78 THROUGH 1981-82



Total Regents Scholarships in RCSD 1977-78 through 1981-82: 278.

*Madison closed one of five school years represented (1981-82).

TABLE D-7

PERCENTAGES OF GRADE 12 OCTOBER ENROLLMENT
GRADUATED
RECEIVING REGENTS DIPLOMAS
RECEIVING REGENTS SCHOLARSHIPS

Table D-7 shows for District secondary schools for the period 1977-78 through 1981-82 the numbers of students enrolled in October, graduating, receiving Regents diplomas, and receiving Regents scholarships. These final three factors are also expressed as a percentage of each school's October enrollment. Some percentages graduated are over 100, because the number of seniors may have increased from October to June through transfer, and because students attending and receiving diplomas through East Evening School are considered graduates from their home school but are not included in its October enrollment.

In 1981-82 East High showed the highest percentage graduated (110.2), Marshall the highest percentage of students receiving Regents diplomas (34.1) and East the highest percentage of students awarded Regents scholarships (6.2). Summary figures indicate for the period 1977-78 to 1981-82 an increase in the percentage graduated (85.8 to 90.4) and in the proportion of graduates receiving Regents diplomas (18.9 to 21.2 per cent). There is little change in the proportion of students awarded Regents scholarships.

TABLE D-7

PERCENTAGES OF GRADE 12 OCTOBER ENROLLMENT GRADUATED RECEIVING REGENTS DIPLOMAS RECEIVING REGENTS SCHOLARSHIPS

		NUMBER					PERCENT				
		77-78	78-79	79-80	80-81	81-82	77-78	78-79	79-80	80-81	81-82
CHAR-LOTTE	ENROLLED	155	145	111	124	131					
	GRADUATED	143	132	119	113	119	92.2	91.0	107.2	91.1	90.8
	REG. DIP.	54	31	27	13	24	34.8	21.3	24.3	10.4	18.3
	REG. SCP.	7	5	5	4	4	4.5	3.4	4.5	3.2	3.0
EAST	ENROLLED	301	331	284	258	274					
	GRADUATED	253	333	290	261	302	84.0	100.6	102.1	101.1	110.2
	REG. DIP.	112	132	81	87	80	37.2	39.8	28.5	33.7	29.2
	REG. SCP.	18	20	19	23	17	5.9	6.0	6.6	8.9	6.2
FRANK-LIN	ENROLLED	285	302	281	247	243					
	GRADUATED	255	239	254	235	208	89.4	79.1	90.3	95.1	85.6
	REG. DIP.	19	15	15	12	16	6.6	4.9	5.3	4.8	6.6
	REG. SCP.	7	6	6	6	6	2.4	1.9	2.1	2.4	2.4
JEFF-ERSON	ENROLLED	152	132	123	121	132					
	GRADUATED	134	116	115	114	113	88.1	87.8	93.4	94.2	85.6
	REG. DIP.	29	30	33	17	16	19.0	22.7	26.8	14.0	12.1
	REG. SCP.	3	3	3	3	2	1.9	2.2	2.4	2.4	1.5
MAR-SHALL	ENROLLED	164	237	213	202	211					
	GRADUATED	141	208	181	204	195	85.9	87.7	84.9	100.9	92.4
	REG. DIP.	44	67	67	72	72	26.8	28.2	31.4	35.6	34.1
	REG. SCP.	6	3	4	9	7	3.6	1.2	1.8	4.4	3.3
MONROE	ENROLLED	160	175	188	137	195					
	GRADUATED	154	130	177	126	165	96.2	74.2	94.1	91.9	84.6
	REG. DIP.	29	31	42	46	33	18.1	17.1	22.3	33.5	16.9
	REG. SCP.	4	4	7	9	6	2.5	2.2	3.7	6.5	3.0
MAD-ISON	ENROLLED	239	201	160	155	NA					NA
	GRADUATED	176	155	127	143	NA	73.6	77.1	79.3	92.2	NA
	REG. DIP.	8	13	6	3	NA	3.3	6.4	3.7	1.9	NA
	REG. SCP.	5	5	4	3	NA	2.0	2.4	2.5	1.9	NA
SCHOOL W/O WALLS	ENROLLED	35	38*	39*	43	39					
	GRADUATED	27	18	24	25	20	77.1	47.4	61.5	58.1	51.3
	REG. DIP.	NA	NA	NA	1	2	NA	NA	NA	2.3	5.1
	REG. SCP.	4	0	2	4	2	11.4	0.0	5.1	9.3	5.1
EDISON	ENROLLED	198	191	214	200	283					
	GRADUATED	166	181	186	186	241	83.8	94.7	86.9	93.0	85.2
	REG. DIP.	25	37	40	34	59	12.6	19.3	18.6	17.0	20.8
	REG. SCP.	4	4	4	5	6	2.0	2.0	1.8	2.5	2.1
TOTAL OF ABOVE BLDGS.	ENROLLED	1689	1752	1613	1487	1508					
	GRADUATED	1449	1512	1473	1407	1363	85.8	86.3	91.3	94.6	90.4
	REG. DIP.	320	356	311	285	320	18.9	20.3	19.3	19.2	21.2
	REG. SCP.	58	50	54	66	50	3.4	2.9	3.3	4.4	3.3

*Estimated from total school NG population.

Attendance

APPENDIX E
ATTENDANCE

The figures in this appendix describe various patterns of student attendance in the District, either on a historical basis or on a single school-year basis. Additionally, Rochester's attendance profiles are compared with those of New York State's Big 5 cities, which for attendance purposes are considered by the State Education Department to include New York City, Yonkers, Buffalo, Syracuse and Rochester.

Figures E-1 and E-2 show Rochester District attendance rates historically and by grade in comparison with those of the other Big 5 cities.

Figures E-3 through E-5 show a two-year comparison of District attendance from 1979-80 to 1981-82 on an attendance period basis. The overall patterns are similar: best attendance early in the school year, worst in the winter months, and partial recovery at the end of the school year. Elementary attendance is higher than secondary. Attendance rates decline from 1979-80 to 1981-82.

Figure E-6 shows patterns of excessive absenteeism, which increased from 1980-81 to 1981-82.

Table E-7 shows school and class absence rates for Regents and non-Regents ninth-grade English by report card marks. Regents classes have higher attendance rates, and attendance is positively correlated with student performance in Regents and non-Regents programs.

Figure E-8 compares grade 8 attendance rates for magnet and nonmagnet schools. Magnet school attendance is generally higher.

Reports of attendance by school and by attendance period are published every five weeks during the school year by the Department of Student Data, Testing and Records.

FIGURE E-1
ATTENDANCE RATES
NEW YORK STATE BIG FIVE CITIES
SELECTED SCHOOL YEARS 1971-72 THROUGH 1981-82

This figure shows student attendance rates for the Big 5 cities in New York State; for attendance purposes these Big 5 cities are considered to be New York City, Yonkers, Buffalo, Syracuse and Rochester. A several year historical perspective is shown, including school years 1971-72, 1974-75, 1979-80, and 1980-81 for all five cities. For Rochester only, data was available for school year 1981-82. The attendance rates are for all students, elementary and secondary, whether in regular school programs or alternative school programs.

Rochester, Buffalo and Syracuse have the highest attendance statewide. Syracuse's attendance is consistently above 90 per cent; Buffalo's was above 90 per cent in 1971-72 and 1974-75; Rochester attained 90 per cent attendance only in 1979-80 among the years shown. From 1971-72 to 1979-80, Rochester demonstrated the greatest rate of improvement in attendance of any of the five cities, increasing more than two full percentage points.

In 1980-81 Rochester's attendance showed a noticeable decrease relative to the other Big 5 cities. This decline continued in 1981-82. During the three-year period from 1979-80 through 1981-82, Rochester's attendance rate declined approximately one full percentage point, from 90 per cent to 89 per cent.

FIGURE E-1

ATTENDANCE RATES
NEW YORK STATE BIG FIVE CITIES
SELECTED SCHOOL YEARS 1971-72 TO 1981-82

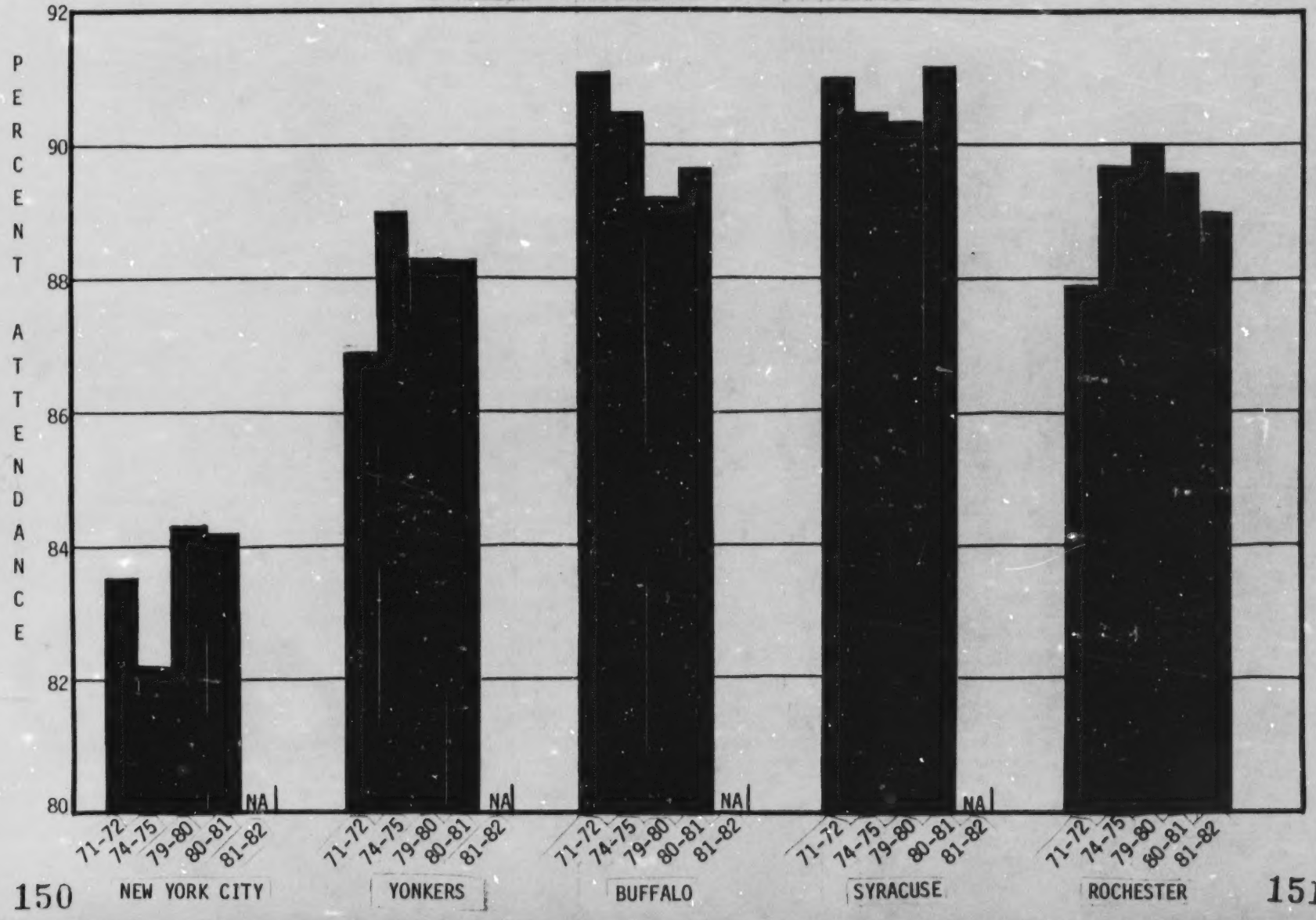


FIGURE E-2
ATTENDANCE RATES
NEW YORK STATE BIG FIVE CITIES
BY RANGES OF GRADES
1980-81

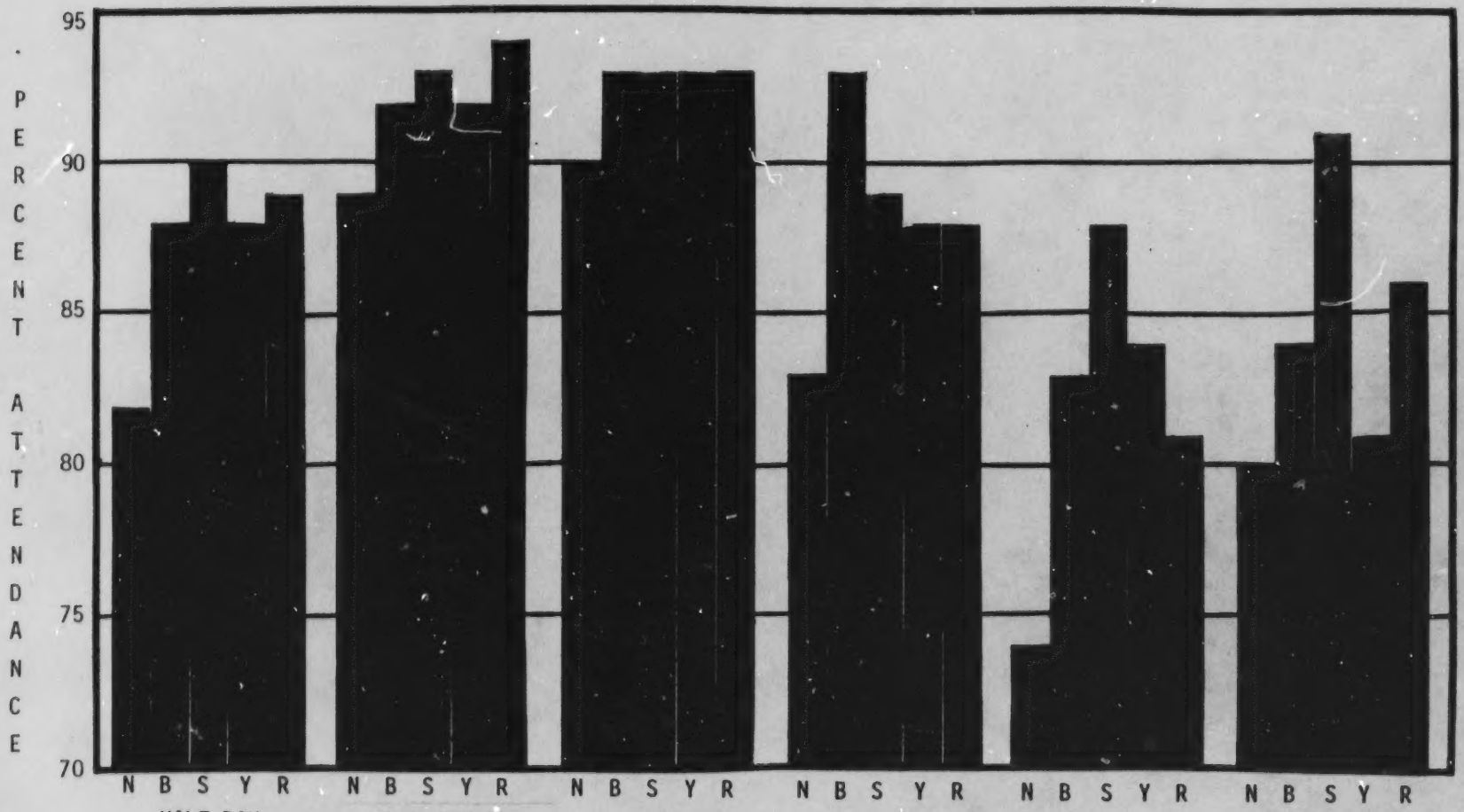
This figure shows rates of attendance for ranges of grades in each of New York State's Big 5 cities. In each of the grade ranges Rochester is represented by the rightmost bar. The other Big 5 cities are shown from left to right respectively: New York City, Buffalo, Syracuse and Yonkers.

Rochester's attendance at half-day kindergarten is just below 90 per cent. Attendance rises above 90 per cent for full-day kindergarten and grades 1 through 6. At grades 7 and 8 attendance falls to 88 per cent and at grade 9 to 81 per cent. At grades 10 through 12 attendance rates return to 86 per cent.

In the full-day kindergarten through grade 3 range, Rochester's attendance rate of 94 per cent is the highest of the Big 5 cities. At grades 4 through 6, Rochester's 93 per cent is equivalent to rates in Buffalo, Syracuse and Yonkers. At grades 7 and 8 (88 per cent) and again at grade 9 (81 per cent), Rochester is second lowest or tied for second lowest among the cities shown. An increase in attendance rates at grade 12 (86 per cent) ranks Rochester second highest among the five cities.

FIGURE E-2

ATTENDANCE RATES
NEW YORK STATE BIG FIVE CITIES
BY RANGES OF GRADES
1980-81



N = NEW YORK CITY B = BUFFALO S = SYRACUSE Y = YONKERS R = ROCHESTER

FIGURE E-3
STUDENT ATTENDANCE BY PERIOD
1979-80 VERSUS 1981-82
DISTRICT

This figure shows a comparison of districtwide attendance rates for school years 1979-80 and 1981-82 for all students, elementary and secondary, regular schools and alternative schools combined. These attendance rates are shown by attendance period.

For both school years attendance rates declined between period 1 (92 per cent) and periods 4, 5, and 6 (87-90 per cent). Attendance improves in periods 7 and 8.

The figure indicates attendance rates at or above 90 per cent in six of the eight attendance periods in 1979-80 and in two of the eight attendance periods in 1981-82.

In 1981-82, at attendance periods 4 and 6, the attendance rate declined to approximately 87 per cent districtwide.

FIGURE E-3

STUDENT ATTENDANCE BY PERIOD
1979-80 VERSUS 1981-82
DISTRICT

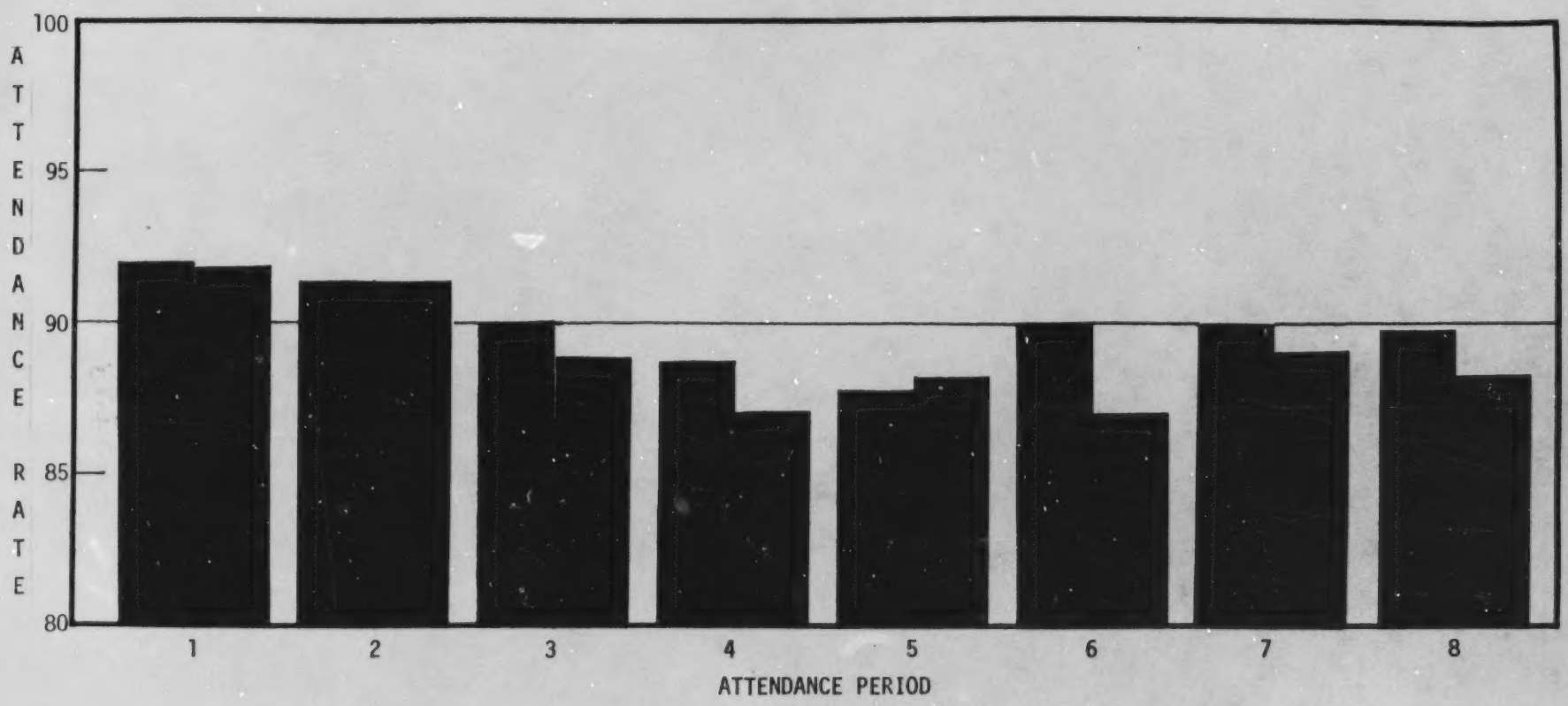


FIGURE E-4
STUDENT ATTENDANCE BY PERIOD
1979-80 VERSUS 1981-82
ELEMENTARY

This figure shows a comparison of attendance rates between 1979-80 and 1981-82 for elementary students only, in regular schools and alternative programs. Attendance rates are shown by attendance period.

Attendance rates declined from 1979-80 to 1981-82 in six of the eight attendance periods. In the 1981-82 school year, elementary attendance rates dropped to the lowest level (90 per cent) for the two school years in periods 4 and 6.

FIGURE E-4

STUDENT ATTENDANCE BY PERIOD
1979-80 VERSUS 1981-82
ELEMENTARY

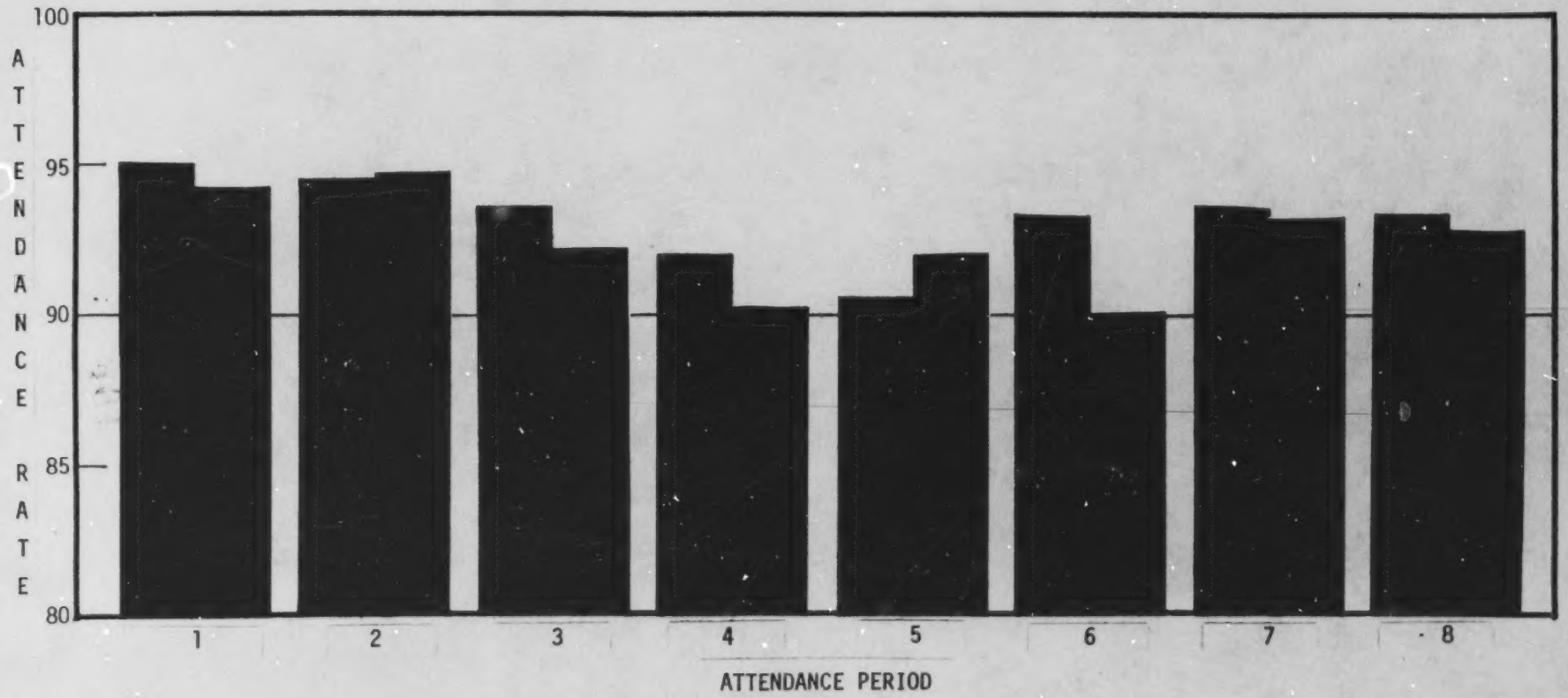


FIGURE E-5
STUDENT ATTENDANCE BY PERIOD
1979-80 VERSUS 1981-82
SECONDARY

This figure shows a comparison of attendance rates for 1979-80 and 1981-82 at the secondary level. Analysis includes regular and alternative programs. Attendance rates are shown by attendance period.

Attendance rates dropped from 1979-80 to 1981-82 in six of eight attendance periods. In 1981-82, attendance period 8 has the lowest attendance rate of the two school year period (82 per cent).

FIGURE E-5

STUDENT ATTENDANCE BY PERIOD
1979-80 VERSUS 1981-82
SECONDARY

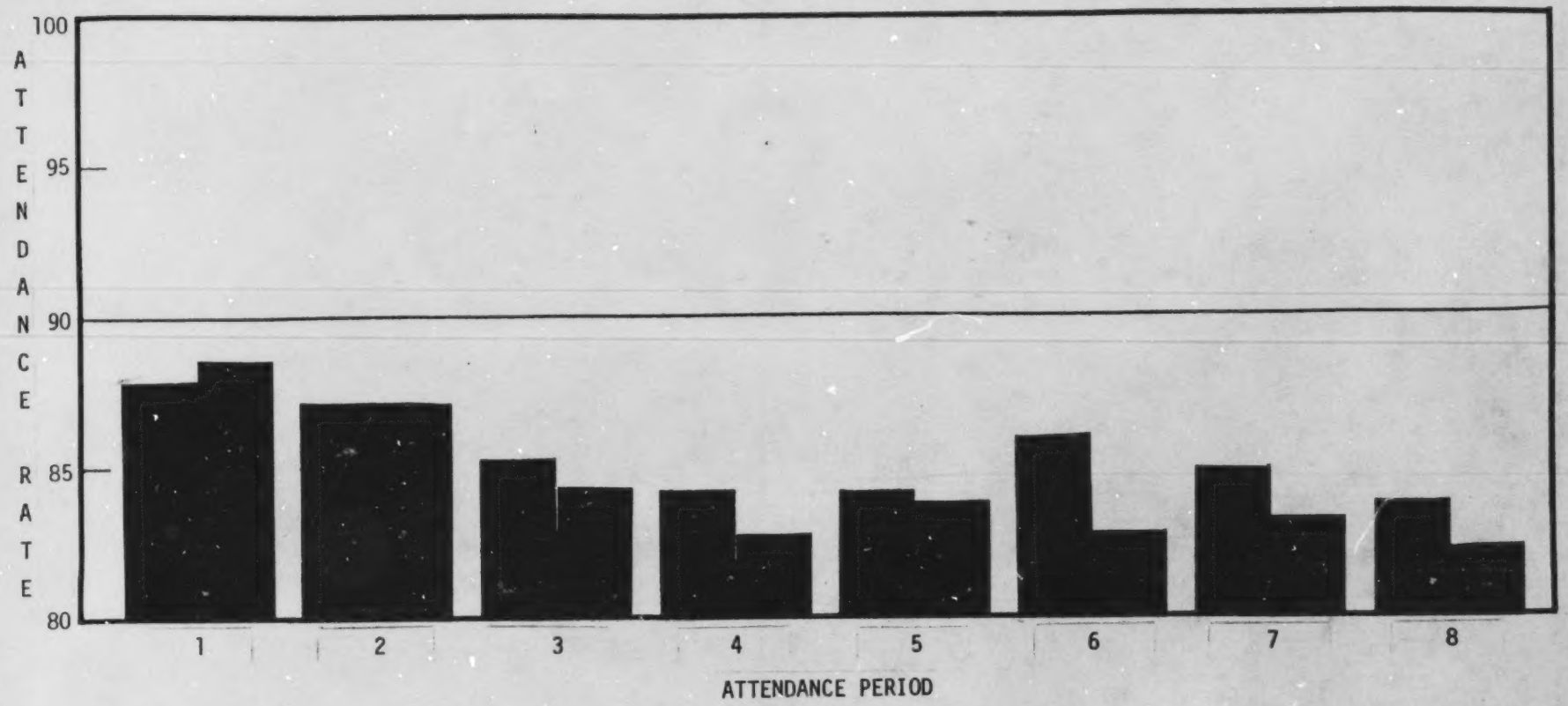


FIGURE E-6
EXCESSIVE ABSENCES
GRADES 7, 8, 9 ONLY
1980-81 VS. 1981-82

This figure shows excessive absenteeism for grades 7 through 9 in 1980-81 and 1981-82. Excessive absenteeism includes students who were absent at least once a week on average, or 20 per cent of the attendance period. More serious levels of excessive absence are also indicated. The numbers of students included in each of these categories are cumulative.

The numbers of students in each excessive absence category increased from 1980-81 to 1981-82.

In the 1981-82 school year, 288 students at grades 7 through 9 had 50 per cent or higher absence. A total of 684 students at these grades had 33 per cent or higher absence, while 1,476 had 20 per cent or higher absence. This number is 18.7 per cent of the District's grade 7 through 9 enrollment, and indicates that nearly one of every five District students in these three grades was absent on the average one day per week throughout the school year.

For the 20 per cent absent group, the number of students increased approximately 9 per cent from 1980-81 to 1981-82. For the 33 per cent absent group, the increase was 24 per cent. For the 50 per cent absent group, the increase was approximately 67 per cent.

FIGURE E-6

EXCESSIVE ABSENCES
GRADES 7, 8, 9 ONLY
1980-81 VERSUS 1981-82

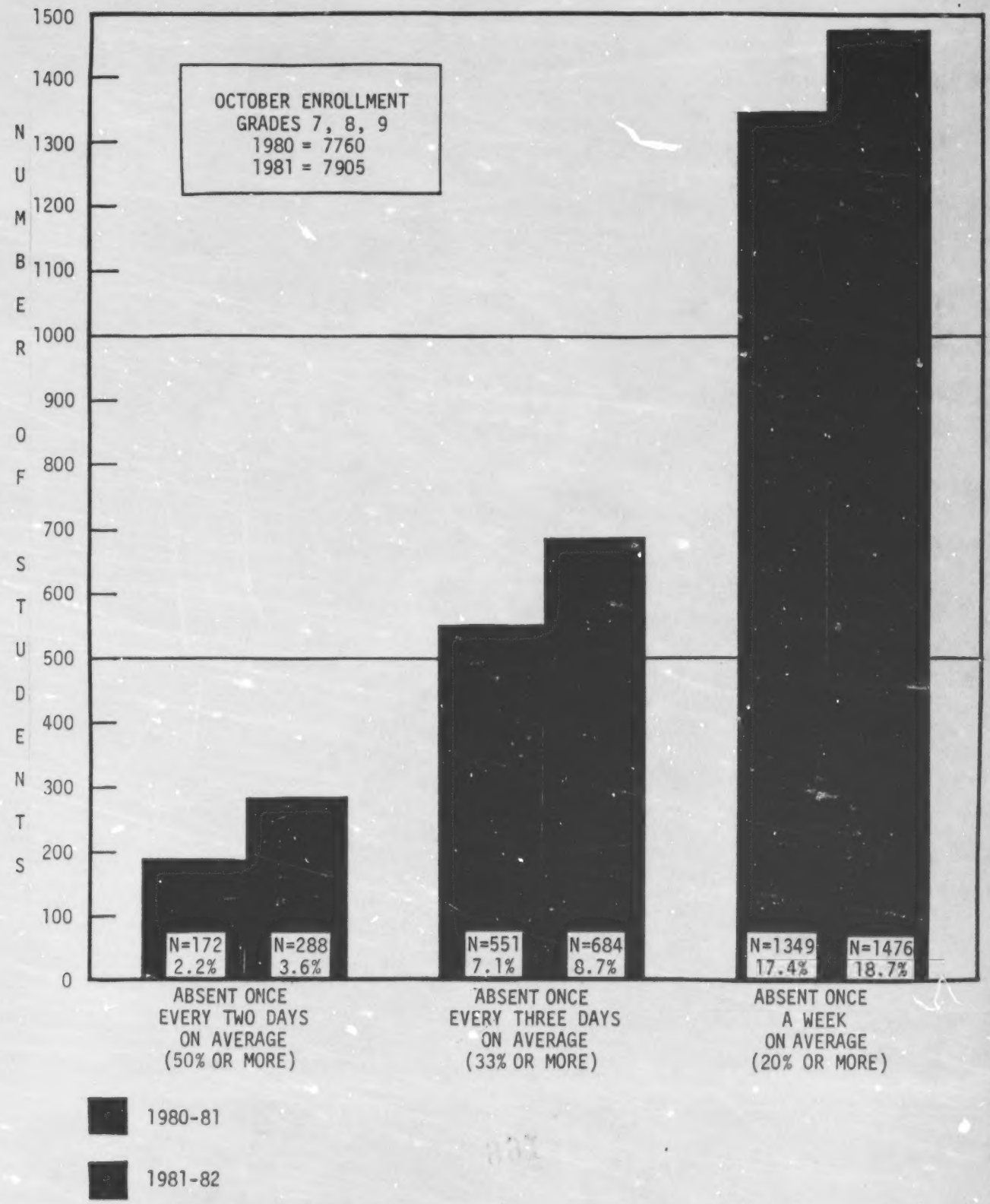


TABLE E-7

SCHOOL AND CLASS ABSENCES
BY REPORT CARD FINAL MARK IN ENGLISH
REGENTS AND NON-REGENTS COURSES
GRADE 9
JUNE 1982

This table shows numbers of students, school absence rates, and class absence rates for grade 9 Regents and non-Regents English courses, analyzed by the final report card mark (A-E) received. The ratio of the school absence rate to the class absence rate is also shown.

Both school and class absence rates are higher among non-Regents than among Regents students at every level of final mark (A through E).

For both groups, the school and class absence rates increase as report card mark declines from A through E. The ratio of school absence rate to class absence rate also generally declines for both groups as report card mark declines. (The statistics for non-Regents report card mark "A" reflect only 7 students and are atypical).

Among students receiving A and B final marks, Regents students outnumber non-Regents students two to one; for those receiving C's, the number of Regents and non-Regents students is balanced; for those receiving D's and E's, non-Regents students outnumber Regents two to one and three to one respectively.

TABLE E-7

SCHOOL AND CLASS ABSENCES
BY REPORT CARD FINAL MARK IN ENGLISH
REGENTS AND NONREGENTS COURSES
GRADE 9
JUNE 1982

ENGLISH REGENTS					ENGLISH NONREGENTS				
FINAL MARK	NUMBER OF STUDENTS	PERCENT SCHOOL ABSENCE	PERCENT CLASS ABSENCE ≥	SCHOOL RATE/ CLASS RATE	FINAL MARK	NUMBER OF STUDENTS	PERCENT SCHOOL ABSENCE	PERCENT CLASS ABSENCE ≥	SCHOOL RATE/ CLASS RATE
A	49	4.2	4.5	.93	A	7	5.0	10.6	.47
B	191	5.6	6.0	.93	B	80	6.0	6.2	.97
C	349	7.4	7.9	.94	C	330	9.1	9.6	.95
D	248	10.6	11.9	.91	D	491	12.2	13.8	.88
E	154	14.1	19.5	.72	E	468	28.5	34.8	.82

FIGURE E-8

GRADE 8 ATTENDANCE RATES
COMPREHENSIVE AND MAGNET SCHOOLS
1981-82

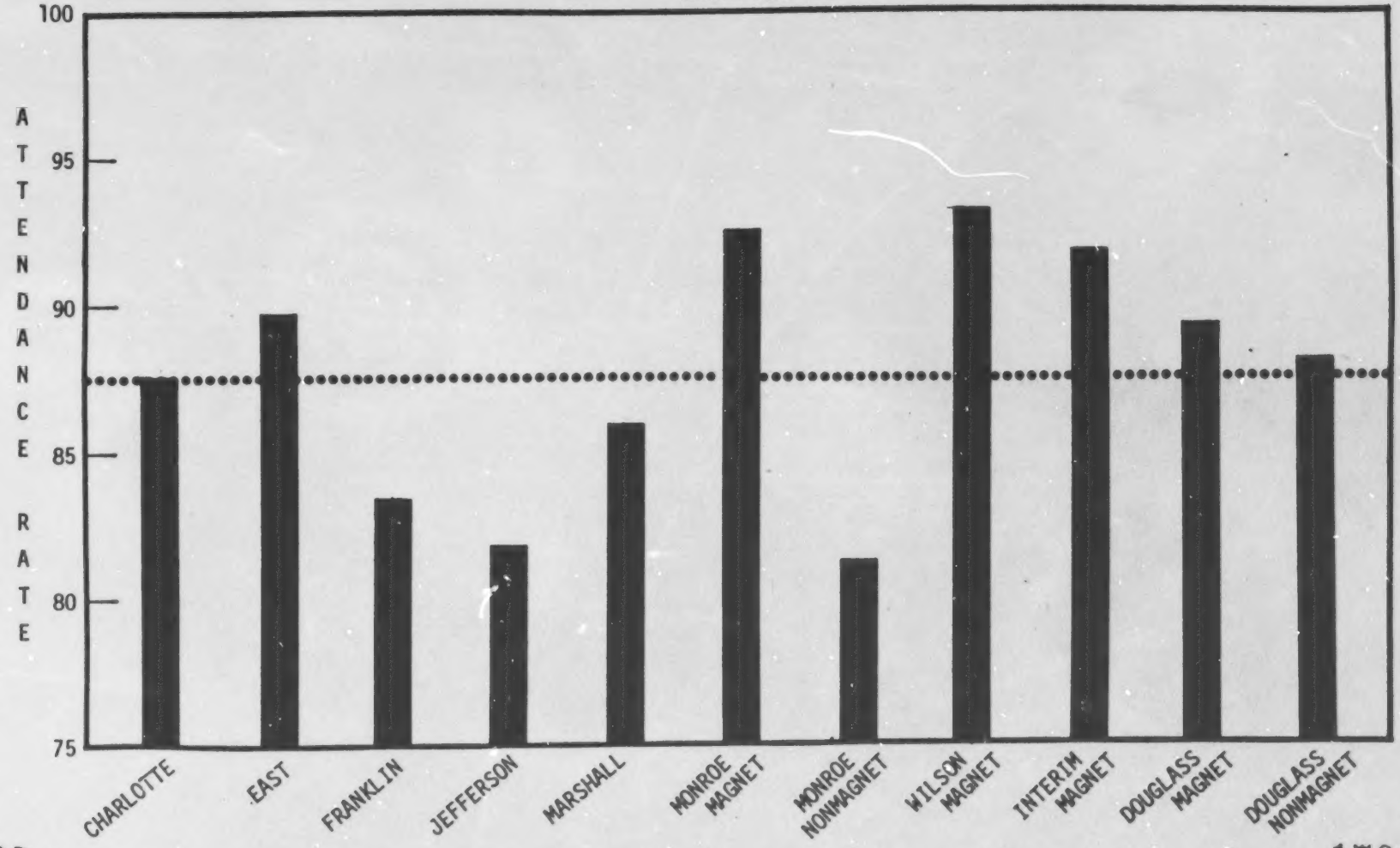
Figure E-8 compares grade 8 attendance rates for magnet and nonmagnet schools. Where magnet programs are contained within a nonmagnet school (Monroe and Douglass), each component is reported separately. Grade 8 was selected for this analysis since it was common to all magnet schools and components.

With the exception of the magnet and nonmagnet components at Douglass, magnet attendance is noticeably higher than nonmagnet. Wilson, Monroe and Interim magnet attendance rates are 93.3, 92.6 and 91.9 per cent respectively. All nonmagnet attendance rates are below 90.0 per cent, ranging from lows of 81.8 per cent at Jefferson and 81.3 per cent for the nonmagnet component of Monroe. At Douglass, the magnet attendance rate is 89.3 per cent and the nonmagnet rate is 88.1 per cent.

The dotted line shows the average grade 8 attendance rate for all schools and components shown (87.5%).

FIGURE E-8

GRADE 8 ATTENDANCE RATES
COMPREHENSIVE AND MAGNET SCHOOLS
1981-82



Dotted line represents average grade 8 attendance rate for schools shown.

Student Mobility

APPENDIX F
STUDENT MOBILITY

Appendix F shows mobility rates for the District and for individual elementary and secondary schools. A school's mobility is defined as the sum of entrants and losses during the school year divided by the school's October enrollment.

Table F-1 shows mobility rates for three school years: 1979-80, 1980-81, and 1981-82. Elementary mobility rates are higher than secondary, rising in 1981-82 to 68.6 per cent. The secondary school mobility rate dropped from 1979-80 through 1981-82, when it stood at 49.2 per cent.

Table F-2 shows individual school mobility rates, both elementary and secondary, for 1981-82. There is considerable variation among the elementary school mobility rates, which range from a high of 101.1 per cent to a low of 20.2 per cent. Among elementary schools the highest mobility rates are recorded for Nos. 8, 36, 14, 23, 6, 17, 9 and 25. Schools with the lowest rates include Nos. 58, 1, 49, 7, 42, 41, 52 and 39. There is also considerable variation among secondary schools, whose mobility rates range from a high of 68.3 per cent to a low of 27.5 per cent. Among secondary schools, Franklin and Monroe have the highest mobility, while Edison and Interim have the lowest mobility rates.

Analysis of mobility by school is also available in the "Enrollment Report" and "District Statistics," both published annually by the Department of Student Data, Testing and Records.

TABLE F-1
STUDENT MOBILITY
1979-81 THROUGH 1981-82

This table shows districtwide mobility rates for elementary schools and for secondary schools during the school years 1979-80, 1980-81 and 1981-82. Mobility is defined as the number of entrants plus the number of losses during the course of the school year, divided by October enrollment.

Elementary mobility rates are higher than secondary mobility rates. The elementary rates show 65.7 per cent mobility in 1979-80, decline to 62.4 per cent in 1980-81, and rise to 68.6 per cent in 1981-82. The secondary mobility rates show a decline from 55.4 per cent in 1979-80 to 49.2 per cent in 1981-82.

TABLE F-1

STUDENT MOBILITY
1979-80 THROUGH 1981-82

SCHOOL YEAR	ELEMENTARY	SECONDARY
1979-80	65.7	55.4
1980-81	62.4	49.6
1981-82	68.6	49.2

Only regular schools, not alternative, are included in these figures (Elementary schools 1-58; Secondary schools 60-72).

TABLE F-2
STUDENT MOBILITY
1981-82

This table shows student mobility information for elementary and secondary schools in 1981-82. Mobility is defined as the number of entrants plus the number of losses in a given building during the course of the school year, divided by that building's October enrollment.

For both elementary and secondary, the schools are shown in rank order from the most mobile to the least mobile. Also shown are their October enrollments, entrants plus losses, percents mobility, and mobility deviation from the average.

Among elementary schools the most mobile were Nos. 8, 36 and 14, with mobility percentages of 101.1, 97.0 and 96.6. The least mobile schools were Nos. 49, 1 and 58, with mobility rates of 40.4, 31.8 and 20.2 per cent respectively.

Among secondary schools the most mobile were Franklin and Monroe, with mobility rates of 68.3 and 62.2 per cent respectively. The least mobile schools were Interim and Edison, with mobility rates of 28.7 and 27.5 per cent respectively.

TABLE F-2
STUDENT MOBILITY
1981-82

ELEMENTARY						SECONDARY					
RANK	SCH.	OCT. ENROLL.	ENTR. PLUS LOSSES	PER-CENT MOBILITY	MOBILITY DEVIATION FROM AVG.	RANK	SCH.	OCT. ENROLL.	ENTR. PLUS LOSSES	PER-CENT MOBIL.	MOBILITY DEVIATION FROM AVG.
1	8	627	634	101.1	32.5	1	FRANK.	2284	1560	68.3	19.1
2	36	772	749	97.0	28.4						
3	14	320	309	96.6	28.0						
4	23	355	338	95.2	26.6						
5	6	335	308	91.9	23.3	2	MONROE	1850	1151	62.2	13.0
6	17	701	642	91.6	23.0						
7	9	806	727	90.2	21.6						
8	25	377	337	89.4	20.8						
						3	JEFF.	1255	692	55.1	5.9
9	22	886	761	85.9	17.3						
10	29	553	448	81.0	12.4						
11	33	1025	815	79.5	10.9						
12	19	532	411	77.3	8.7	4	S/W/W	165	90	54.5	5.3
13	5	461	344	74.6	6.0						
14	27	639	474	74.2	5.6						
15	34	558	406	72.8	4.2						
16	12	763	548	71.8	3.2	5	MARSH.	1617	763	47.2	- 2.0
17	37	369	261	70.7	2.1						
18	2	518	352	68.0	- 0.6						
19	16	710	472	66.5	- 2.1	6	EAST	2373	1106	46.6	- 2.6
20	40	323	212	65.6	- 3.0						
21	21	405	250	61.7	- 6.9						
22	50	262	156	59.5	- 9.1						
23	35	568	329	57.9	-10.7	7	DOUG.	1114	488	43.8	- 5.4
24	4	518	288	55.6	-13.0						
25	43	421	233	55.3	-13.3						
26	3	235	126	53.6	-15.0	8	CHAR.	1014	429	42.3	- 6.9
27	44	428	212	49.5	-19.1						
28	46	300	148	49.3	-19.3						
29	28	578	279	48.3	-20.3						
30	30	490	233	47.6	-21.0	9	WILSON	627	234	37.3	-11.9
31	39	644	297	46.1	-22.5						
32	52	376	166	44.1	-24.5						
33	41	489	213	43.6	-25.0	10	INTER.	561	161	28.7	-20.5
34	42	545	225	41.3	-27.3						
35	7	656	268	40.9	-27.7						
36	49	322	130	40.4	-28.2						
37	1	214	68	31.8	-36.8						
38	58	332	67	20.2	-48.4	11	EDISON	1619	446	27.5	-21.7
NA	TOT.	19413	13326	68.6	NA	NA	TOTAL	14479	7120	49.2	NA

Suspension

APPENDIX G
SUSPENSIONS

Appendix G provides District analyses of short-term and long-term suspensions.

Figure G-1 indicates short-term, long-term, and total District suspensions for the school years 1978-79 through 1981-82. Figures G-2 and G-3 depict short-term suspensions, showing distribution at elementary and secondary levels and by grade. Figure G-4 presents reasons for short-term suspensions. Figures G-5 through G-7 provide similar analyses of long-term suspensions. Figure G-8 shows the number of long-term suspensions by month for the three school years 1979-80, 1980-81, and 1981-82.

The total number of District suspensions has increased from 3,295 in 1978-79 to 5,645 in 1981-82. The increase in suspensions over this period is due to significant increase in the number of short-term suspensions; the number of long-term suspensions in 1981-82 remains at the same level as in 1978-79. Both short and long-term suspensions increased from 1978-79 to 1979-80; however, in 1980-81 and again in 1981-82 an increase in short-term suspensions was accompanied by decrease in the number of long-term suspensions (G-1).

The larger proportion of short-term suspensions occurs at the secondary school level. For the period 1978-79 through 1981-82, increased short-term suspersions are evident in both elementary and secondary school, with the rate of increase at the elementary level exceeding that at the secondary. The greatest single-year increase in short-term suspensions occurred in 1981-82 and was most evident in District secondary schools (G-2). The highest number of short-term suspensions occurs at the early secondary level, in grades 8, 9 and 7 respectively; three of four suspensions of secondary graded students occur at this level. The "non-graded students" category, consisting largely of special education students, accounts for 13.5 per cent of all short-term secondary suspensions (G-3). Fighting, defiance of authority, and excessive truancy are the most commonly cited reasons for short-term suspensions, together accounting for two of three such suspensions (G-4).

Figures G-5 through G-8 analyze long-term suspensions. For the 1981-82 school year, long-term suspensions in the nongraded category represented 31 per cent of all such suspensions. Among graded categories, the largest number of long-term suspensions occurred in grades 8, 9 and 7 respectively. The most commonly cited reasons for long-term suspensions were student assult, threat of bodily harm, assault on staff, and deliberate defiance of authority, which together accounted for two of three long-term suspensions.

Figure G-8 shows a month by month breakdown of long-term suspensions for three school years: 1979-80, 1980-81, and 1981-82. In all three years the lowest number of long-term suspensions occurred in September and the next lowest in June. These suspensions peaked in October for 1979-80, in March for 1980-81, and in January for 1981-82.

Additional analysis is available in "District Statistics," published annually by the Department of Student Data, Testing and Records.

FIGURE G-1
SUSPENSIONS
SHORT-TERM, LONG-TERM, TOTAL
1978-79 THROUGH 1981-82

This figure shows the districtwide number of incidents of suspension (short-term, long-term and total) for the school years. 1978-79 through 1981-82. The number of incidents is used rather than the number of students involved; one student may have two or more incidents of suspension.

Total suspensions rose from 3,295 in 1978-79 to 5,645 in 1981-82. Short-term suspensions rose from 2,946 in 1978-79 to 5,401 in 1981-82. Long-term suspensions totaled 246 in 1978-79 and 244 in 1981-82.

FIGURE G-1

SUSPENSIONS
SHORT-TERM, LONG-TERM, TOTAL
1978-79 THROUGH 1981-82

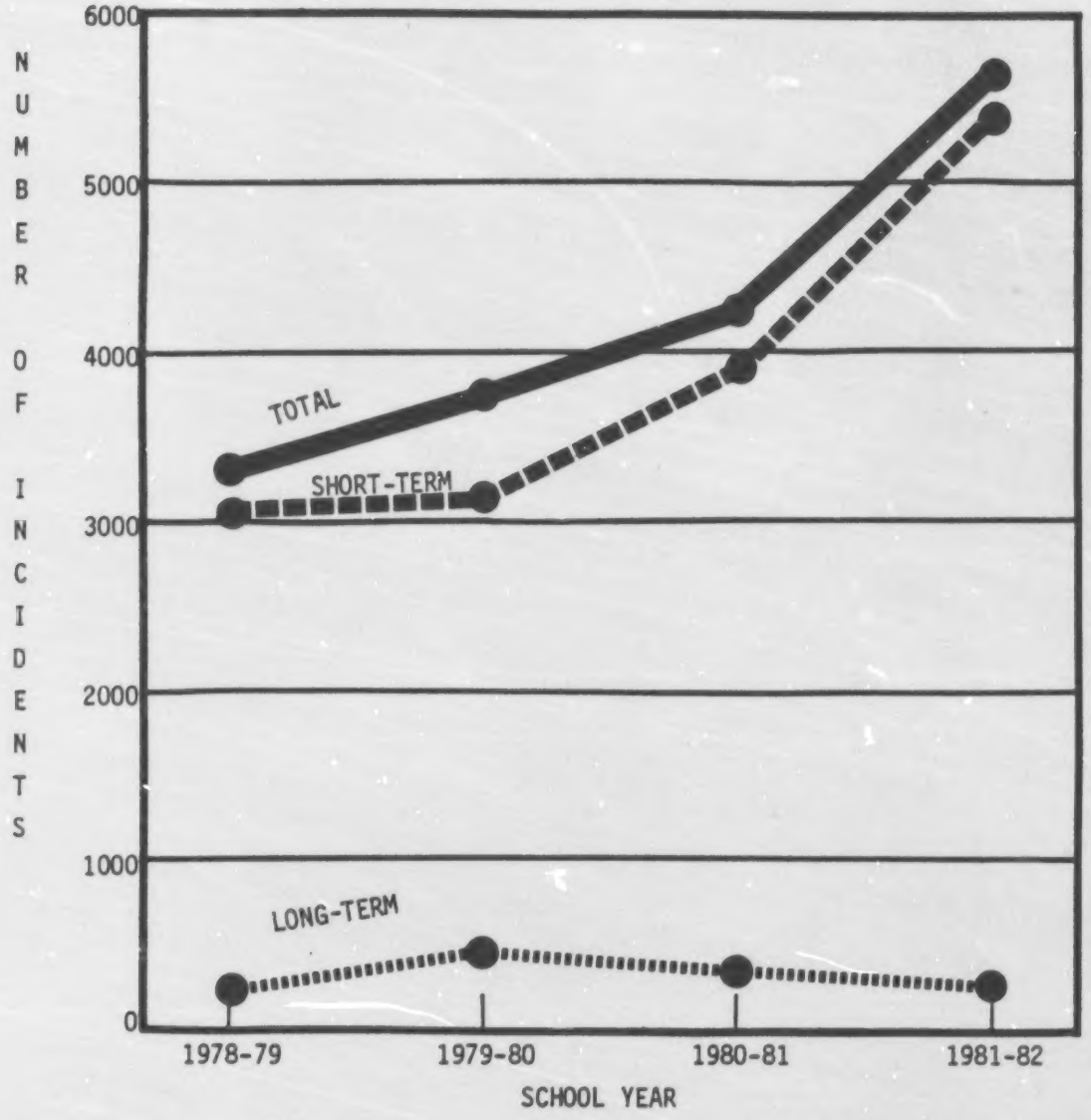


FIGURE G-2
SHORT-TERM SUSPENSIONS
SECONDARY, ELEMENTARY, AND TOTAL
1978-79 THROUGH 1981-82

This figure analyzes short-term suspensions for the four school year period 1978-79 through 1981-82, showing the total number of incidents as well as a breakdown by secondary and elementary. The number of incidents rather than the number of students involved is used; one student may have two or more incidents of suspension.

Short-term suspensions totaled 3,049 in 1978-79 and 3,152 in 1979-80, then increased to 3,915 in 1980-81 and to 5,401 in 1981-82. The number of secondary short-term suspensions was 2,705 in 1978-79 and 4,458 in 1981-82. The number of elementary short-term suspensions was 344 in 1978-79 and 943 in 1981-82.

FIGURE G-2

SHORT-TERM SUSPENSIONS
SECONDARY, ELEMENTARY, AND TOTAL
1978-79 THROUGH 1981-82

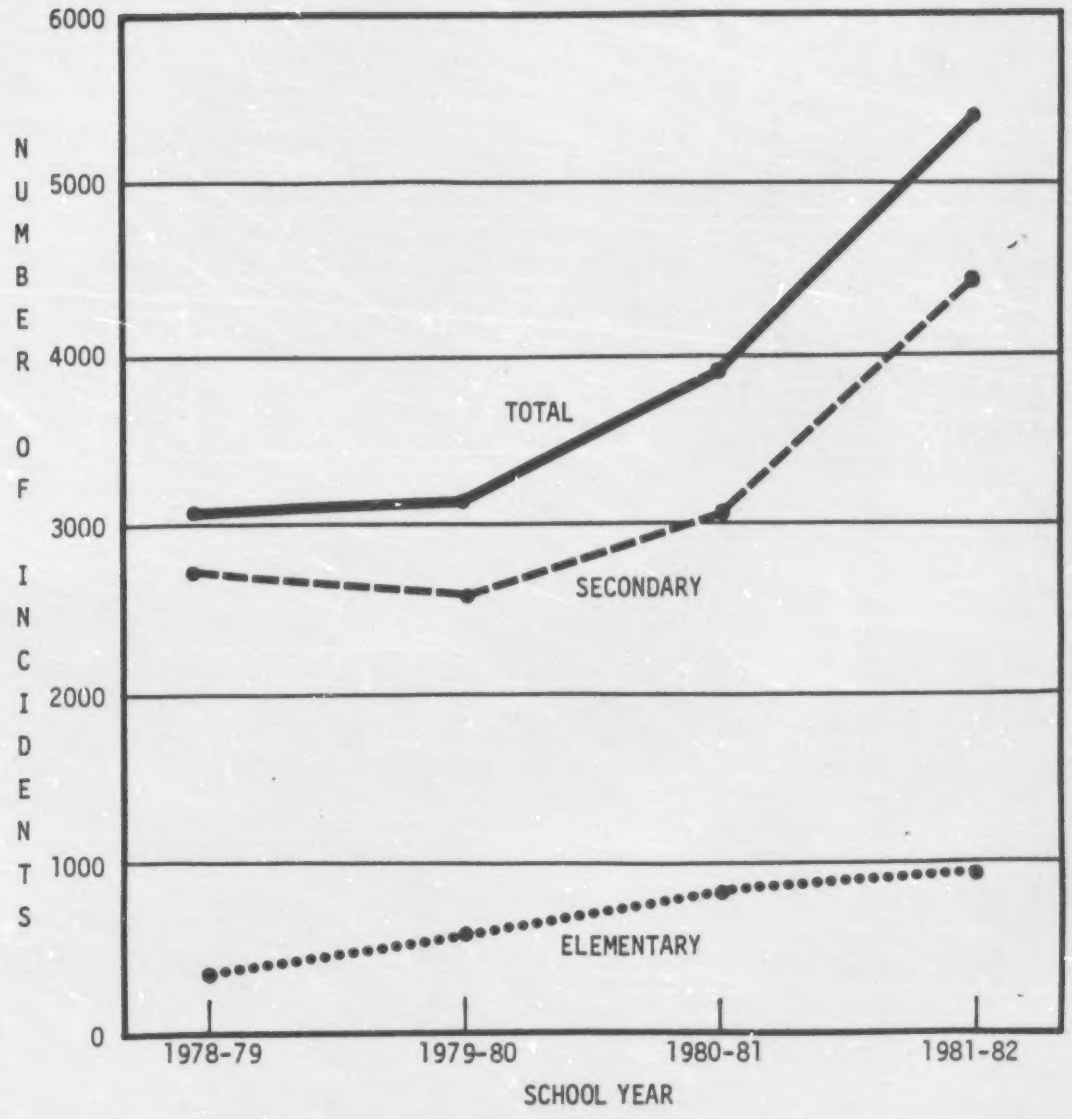


FIGURE G-3
SECONDARY SHORT-TERM SUSPENSIONS
DISTRIBUTION BY GRADE
1981-82

This figure shows a grade by grade analysis of the number of secondary school students suspended during the 1981-82 school year. Some of these students were suspended more than one time in the course of the school year.

The greatest frequencies of suspension occurred at grades 7, 8 and 9, with more than 700 students suspended at each of these grades. Grade 12 showed the lowest number of suspensions (161) at the secondary level. In the NG category, comprised primarily of special education students, 548 were suspended.

FIGURE G-3

SECONDARY SHORT-TERM SUSPENSIONS
DISTRIBUTION BY GRADE
1981-82

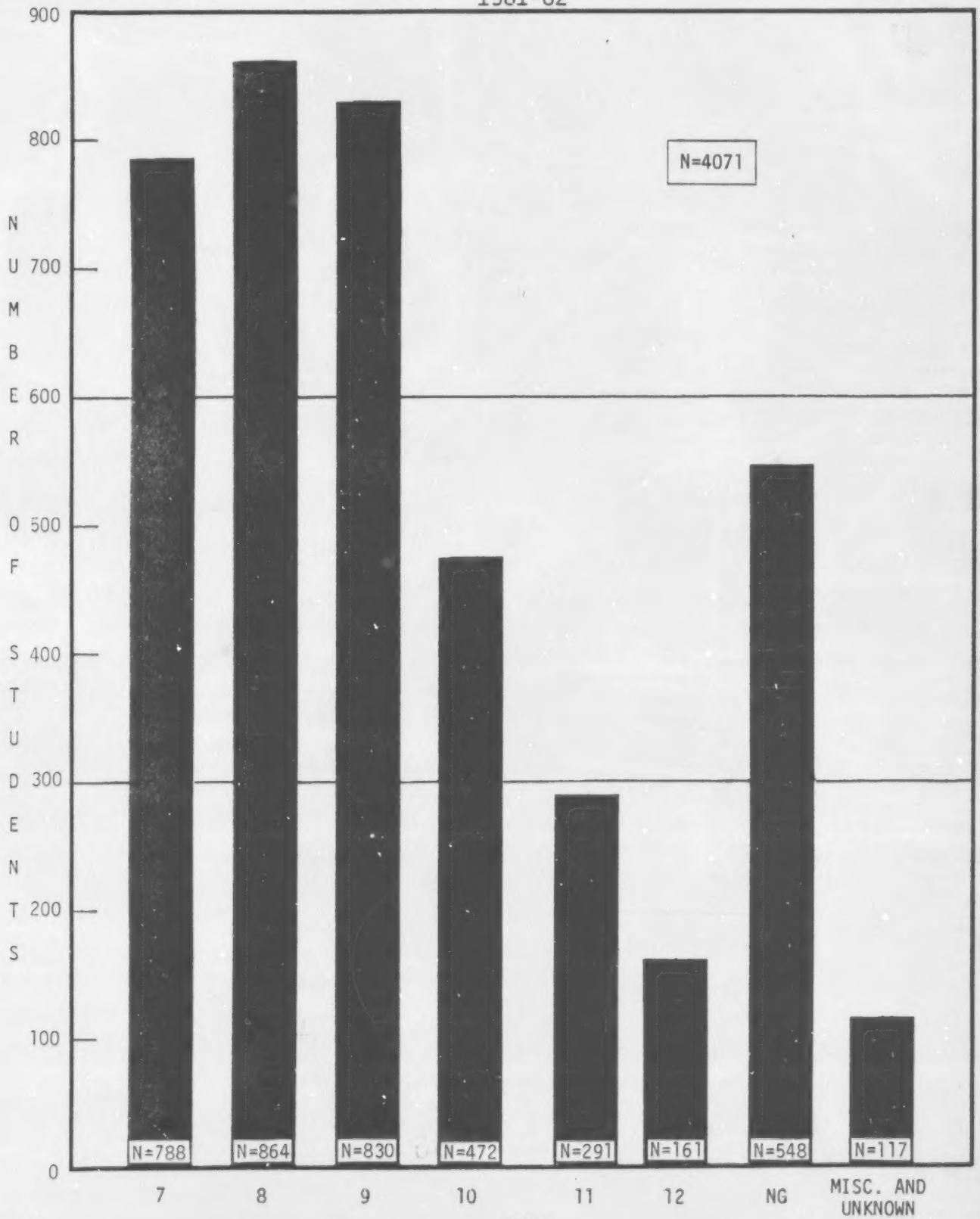


FIGURE G-4
REASONS FOR
SHORT-TERM SUSPENSIONS
ELEMENTARY AND SECONDARY
1981-82

This figure shows reasons for short-term suspension of both elementary and secondary students during the 1981-82 school year. The number of incidents of suspension is used rather than the number of students who were suspended; a single student may have more than one incident of suspension.

The total number of short-term suspensions during 1981-82 was 5,401. Of these, the largest numbers were for fighting (30%), deliberate defiance of authority (23%), excessive truancy (15%), and serious disruption of the educational process (10%). These four categories account for nearly 80% of all short-term suspensions.

FIGURE G-4

REASONS FOR
SHORT-TERM SUSPENSIONS
ELEMENTARY AND SECONDARY
1981-82

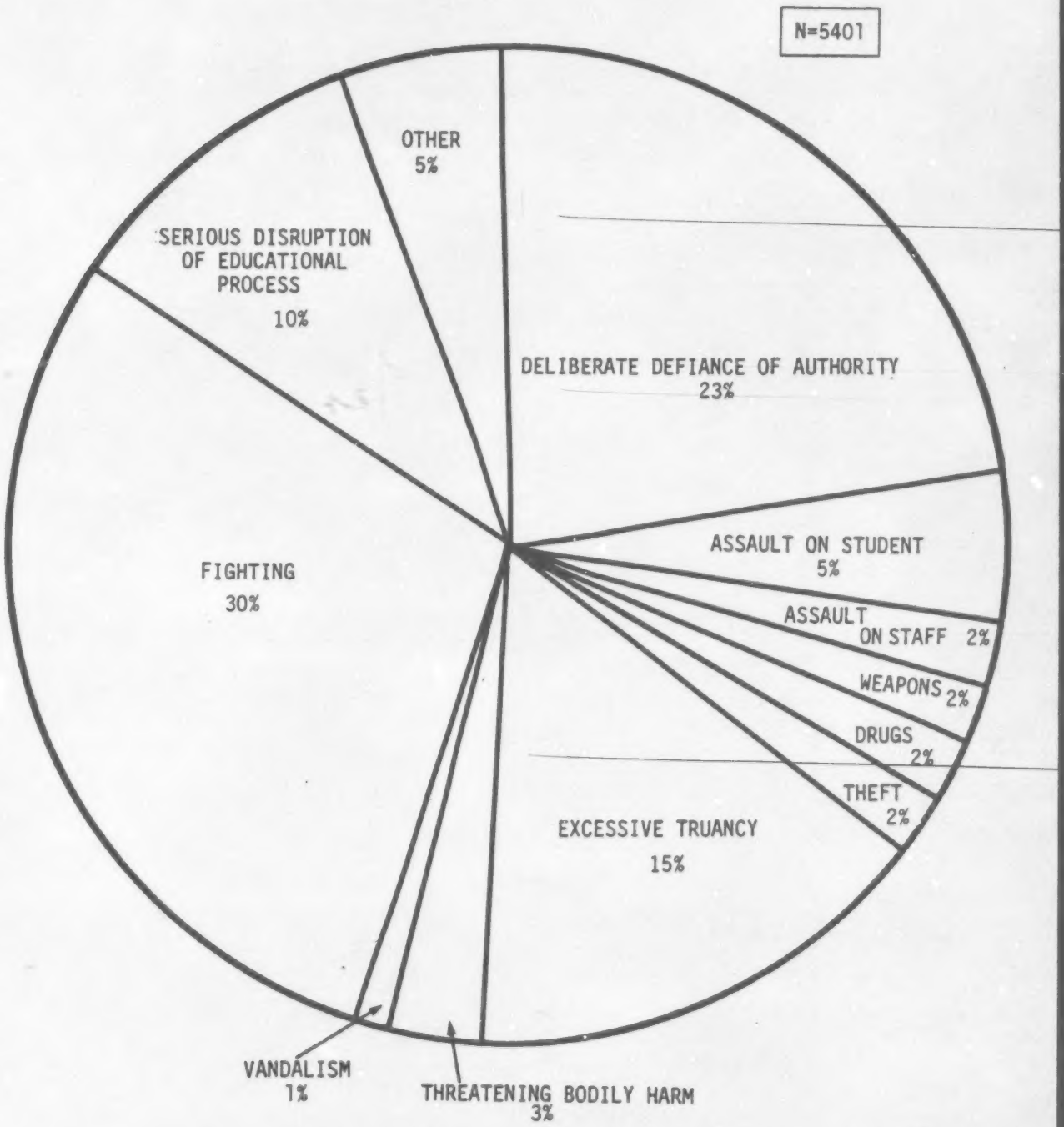


FIGURE G-5
LONG-TERM SUSPENSIONS
SECONDARY, ELEMENTARY, AND TOTAL
1978-79 THROUGH 1981-82

This figure shows the number of incidents of long-term suspension for both secondary and elementary students during the four school years from 1978-79 through 1981-82. The number of incidents rather than the number of students involved is used; one student may have more than one incident of long-term suspension.

The total number of long-term suspensions increased from 246 in 1978-79 to 458 in 1979-80, and then declined to 342 in 1980-81 and to 244 in 1981-82.

While the total number of long-term suspensions is largely accounted for by suspensions at the secondary level, the number of elementary long-term suspensions has increased from 1978-79 (5) to 1981-82 (21).

FIGURE G-5

LONG-TERM SUSPENSIONS
SECONDARY, ELEMENTARY, AND TOTAL
1978-79 THROUGH 1981-82

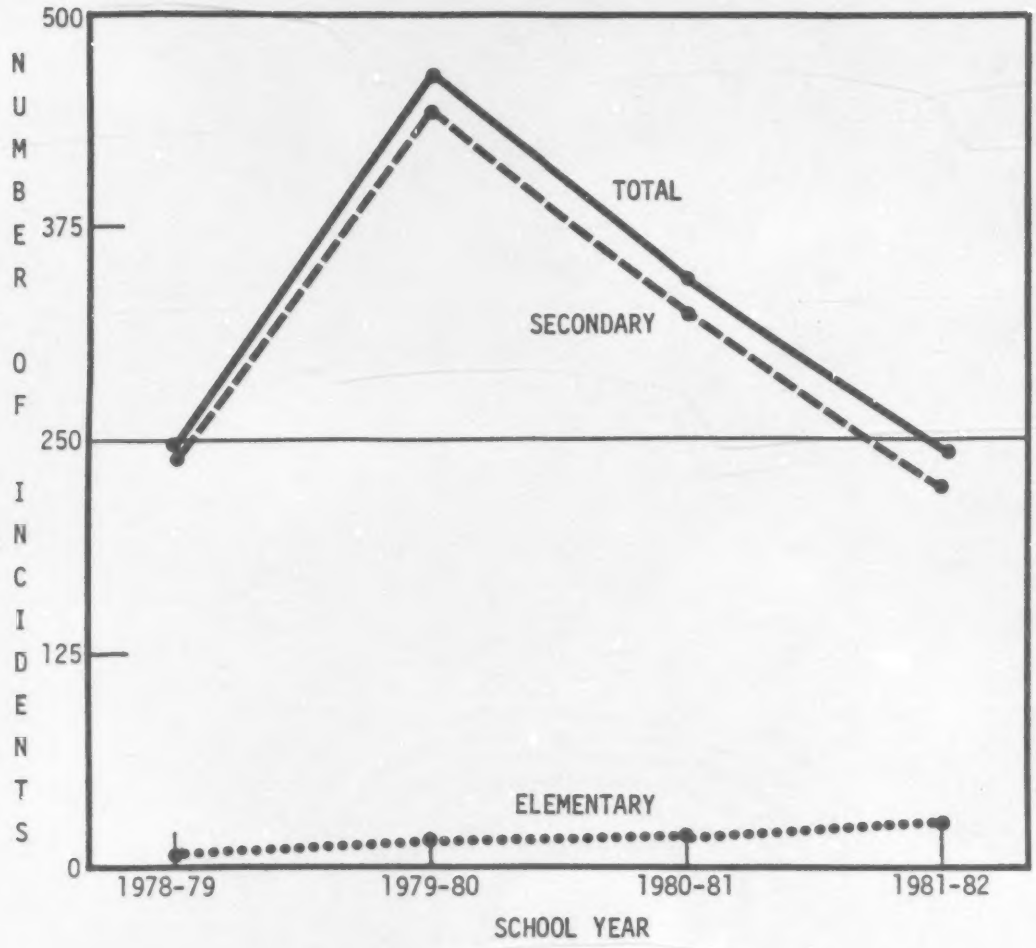


FIGURE G-6
LONG-TERM SUSPENSIONS
DISTRIBUTION BY GRADE
1981-82

This figure shows an analysis by grade of long-term suspensions during the 1981-82 school year. The number of students suspended is shown in this figure rather than the number of incidents; a total of four students had more than one long-term suspension.

Of a total of 21 long-term suspensions for elementary students, only five were for known elementary grades other than NG; these five are shown as a group. Of a total of 240 students who received long-term suspensions, 74 were in the NG category which is composed mainly of special education students. For grades 7-12 the largest number of suspensions occurred at grades 7, 8 and 9.

FIGURE G-6

LONG-TERM SUSPENSIONS
DISTRIBUTION BY GRADE
1981-82

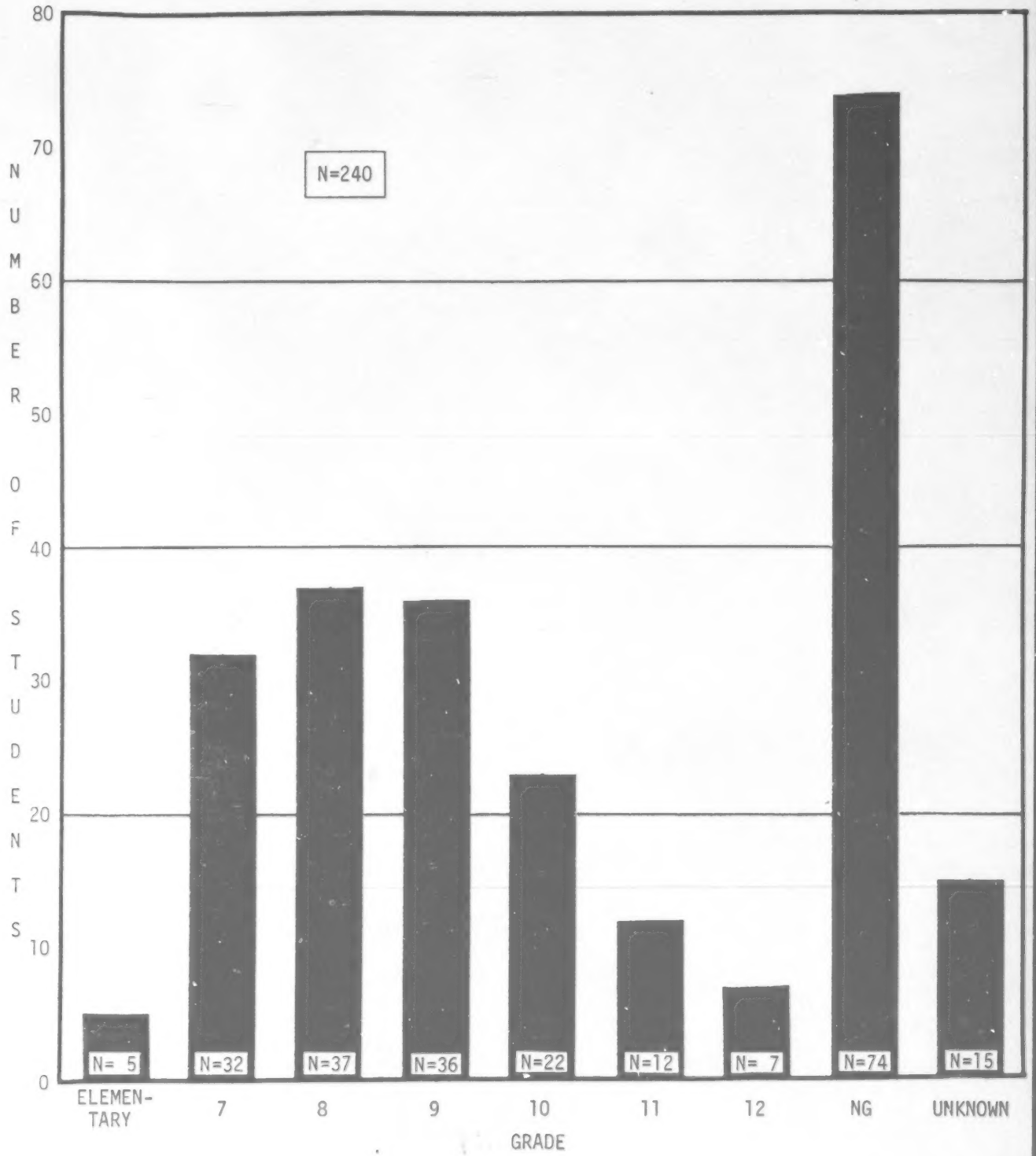


FIGURE G-7
REASONS FOR
LONG-TERM SUSPENSIONS
ELEMENTARY AND SECONDARY
1981-82

This figure shows an analysis of reasons for long-term suspension of both elementary and secondary students during the 1981-82 school year. Incidents rather than students are analyzed; a total of four students had more than one incident of long-term suspension.

Of a total of 244 incidents of long-term suspension, 30 per cent were for assault on students, 20 per cent for threatening bodily harm, 10 per cent for assault on staff, and 7 per cent each for deliberate defiance of authority and theft. These five categories account for approximately three of four incidents of long-term suspension.

FIGURE G-7

REASONS FOR
LONG-TERM SUSPENSIONS
ELEMENTARY AND SECONDARY
1981-82

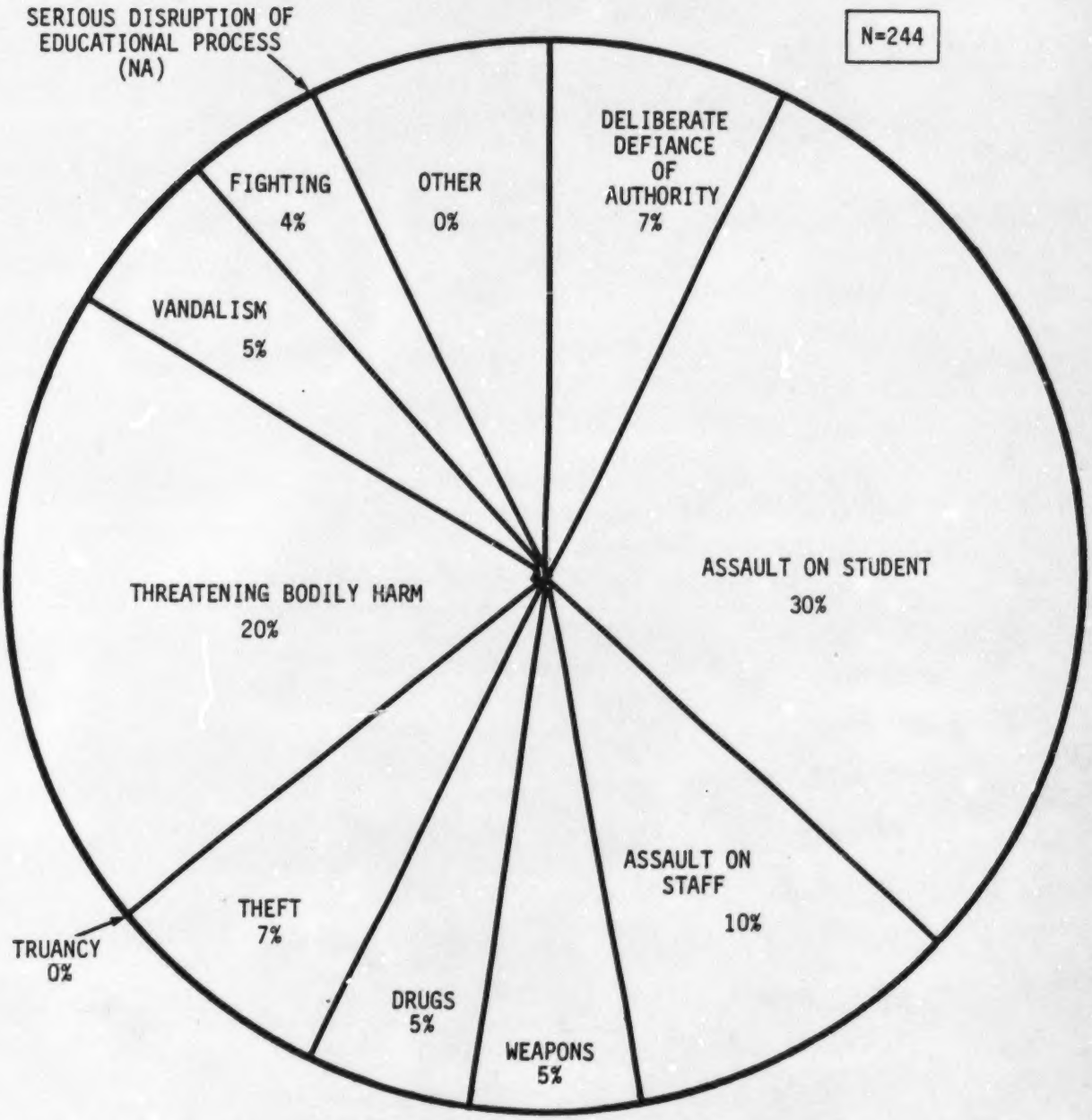


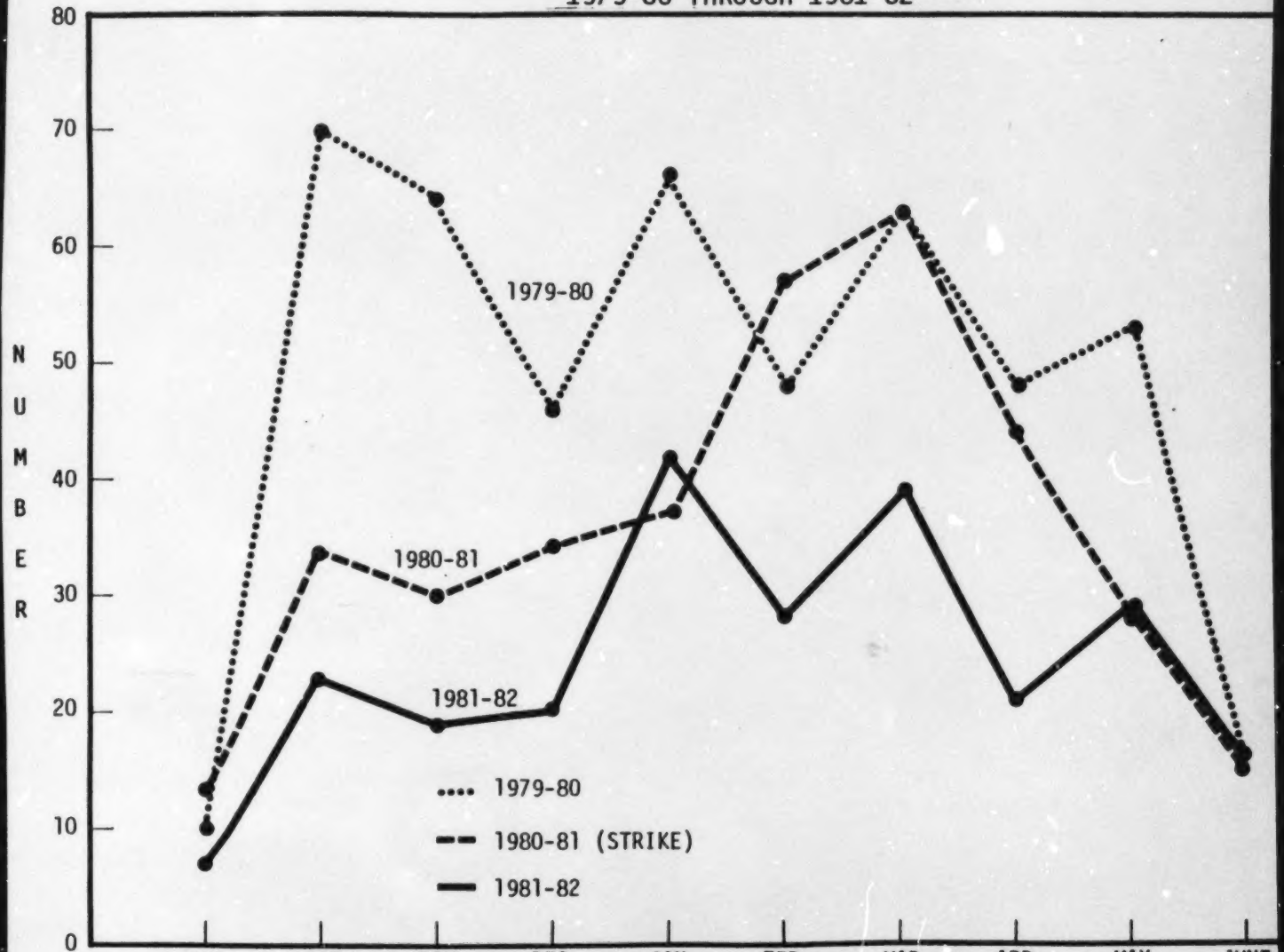
FIGURE G-8
LONG-TERM SUSPENSIONS
NUMBER BY MONTH
1979-80 THROUGH 1981-82

This figure shows the number of incidents of long-term suspension by month for the school years 1979-80, 1980-81 and 1981-82. The number of incidents is shown rather than the number of students; in 1981-82 a total of four students had more than one long-term suspension. In 1979-80 there were 484 long-term suspension incidents; in 1980-81 there were 355, and in 1981-82 there were 244.

In each of the three school years the lowest number of long-term suspensions occurred in September. Long-term suspensions peaked in different months in different years: in October in 1979-80 (70), in March in 1980-81 (63), and in January in 1981-82 (42).

FIGURE G-8

LONG-TERM SUSPENSIONS
NUMBER BY MONTH
1979-80 THROUGH 1981-82



Student Loss Data

APPENDIX H
STUDENT LOSS DATA

Appendix H provides an analysis of students leaving the District.

Figure H-1 shows historical analysis of a class which began ninth grade in fall 1977. The status of those students is depicted as of June 1981, four full school years after their entry into ninth grade. A total of 3,025 students began ninth grade in fall 1977. The largest number of these students, 1,260 (41.7 per cent), had graduated four school years later while 269 (8.8 per cent) were still in school. Smaller numbers had moved from Monroe County or to suburban Monroe County, were in attendance at East Evening High School, had gone to miscellaneous destinations such as military service, or had transferred. A larger number, 326 (10.8 per cent), were over the legal age of compulsory attendance and had left school. A total of 693 students (22.9 per cent) were of undetermined status as of June 1981.

Figure H-2 compares District losses by grade using a five school year average and totals from 1981-82. The 1981-82 losses are lower than the five school year average for each level except nongraded. The grade by grade loss patterns are similar in elementary school and junior high, peak in grade 9 and then decrease steadily through grade 12. The highest number of losses (735 during the five school year average period and 940 in 1981-82) is in the nongraded category, comprised largely of special education students.

FIGURE H-1
STATUS FOUR SCHOOL YEARS LATER
JUNE 1981
OF NINTH GRADERS ENROLLED
FALL 1977

This figure traces the history of those District students who were enrolled as ninth graders at the beginning of the 1977-78 school year. The figure shows their status in June 1981, four full school years after their entry into ninth grade.

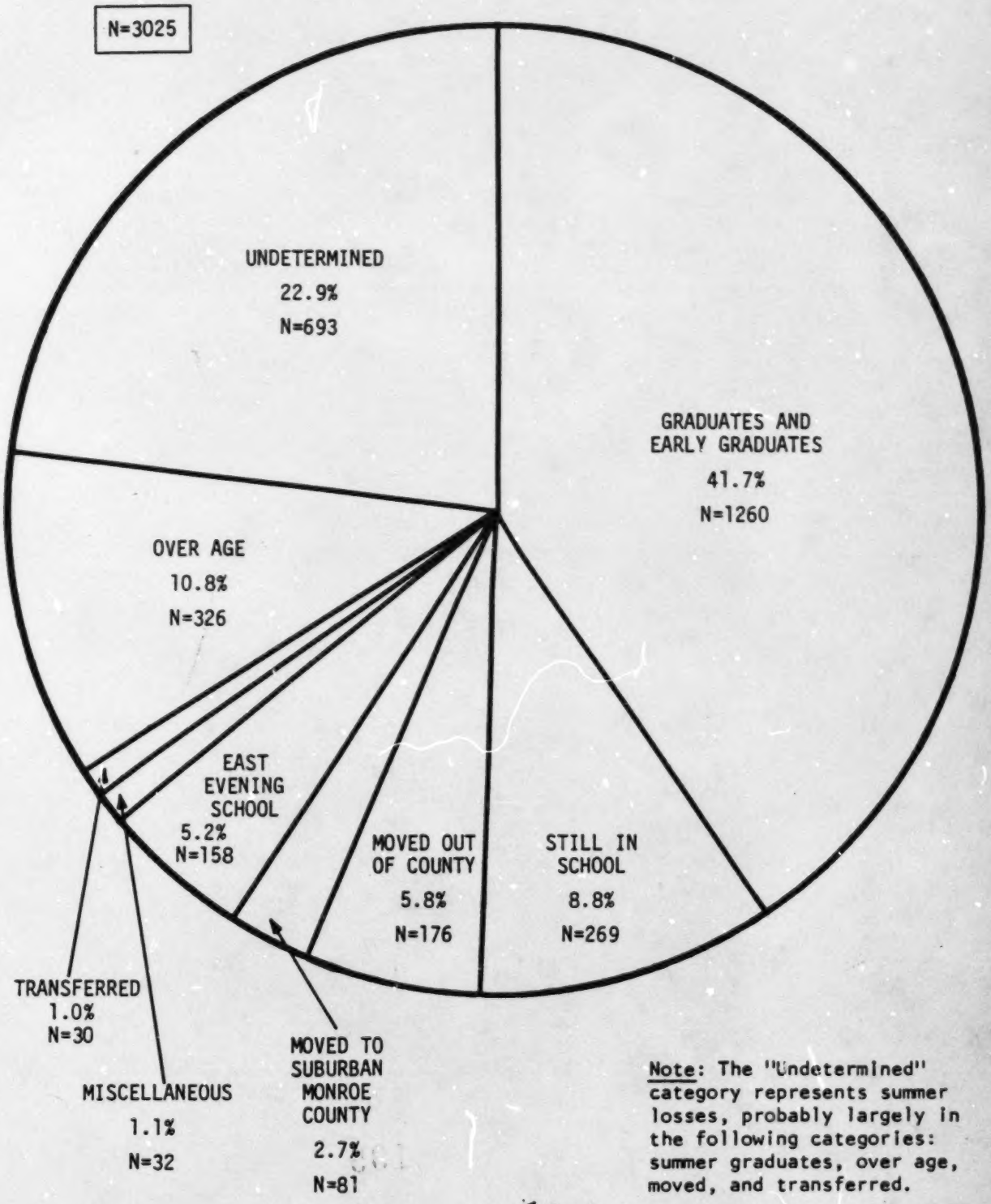
Of a total of 3,025 students, 1,260 (41.7%) had graduated four years later. A total of 269 (8.8%) were still in school. A total of 176 (5.8%) had moved from Monroe County, while 81 (2.7%) had moved to suburban Monroe County.

A total of 158 (5.2%) were at East Evening High School, while 32 (1.1%) had gone to miscellaneous destinations and 30 (1.0%) had transferred. A total of 326 (10.8%) had left school because they were over the compulsory attendance age.

Destination or status could not be determined for a total of 693 (22.9%). These were students who left the District during the period between the closing of schools in June and the opening of schools in September. These "summer losses," if their status were determined, would be distributed across categories and would consist largely of summer graduates, overage students, and those who had moved or transferred.

FIGURE H-1

STATUS FOUR SCHOOL YEARS LATER
JUNE 1981
OF NINTH GRADERS ENROLLED
FALL 1977



Note: The "Undetermined" category represents summer losses, probably largely in the following categories: summer graduates, over age, moved, and transferred.

FIGURE H-2
DISTRICT LOSSES BY GRADE
FIVE SCHOOL YEAR AVERAGE VERSUS 1981-82

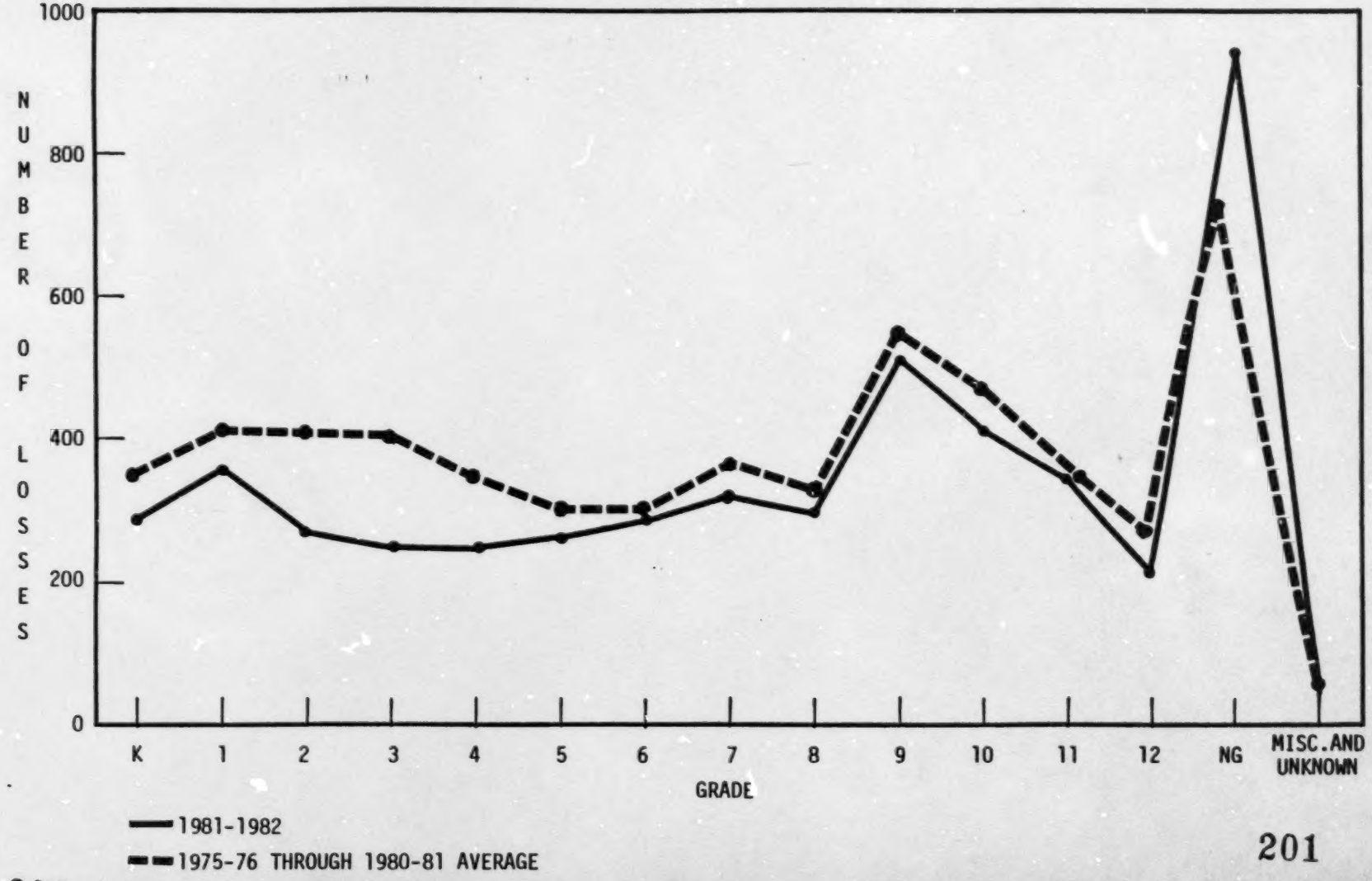
Figure H-2 shows a grade by grade District losses comparison using a five school year average (1976-77 through 1980-81) and the 1981-82 school year. Graduates are not included as losses.

The 1981-82 loss figures are consistently lower than the five school year average with the exception of the nongraded (NG) category, comprised primarily of special education pupils. The largest discrepancy is at grade 3, where well under 300 pupils were lost in 1981-82 compared to over 400 average during the five school year period.

For both 1981-82 and the five school year average, the grade to grade pattern is fairly consistent. Losses are relatively low at grades 2 through 8 (approximately 245 to 325 in 1981-82). Regular grade losses peak at grade 9, (525 in 1981-82), and then decline steadily through grade 12 (213 losses in 1981-82). The nongraded category shows the highest number of losses (735 for the five school year average and 940 in 1980-81). This is the only "grade level" at which 1980-81 losses exceed the five school year average.

FIGURE H-2

DISTRICT LOSSES BY GRADE
FIVE SCHOOL YEAR AVERAGE VERSUS 1981-82



Special Education

APPENDIX I:
SPECIAL EDUCATION

Appendix I provides analysis of the reasons for student referrals to the District's Student Educational Services (Figure I-1), determines among students referred for potential special education placement the proportion placed in special education programs (Figure I-2), and delineates student placement as determined by the District's Committee on the Handicapped (Figure I-3). The analysis covers the three school year period 1979-80 through 1981-82.

The data indicates that the number of referrals of potentially handicapped students decreased in 1981-82 (Figure I-2). The data also shows over the three year period that an increasing proportion of students referred as potentially handicapped are placed in special education programs. Among students placed in special education programs by the Committee on the Handicapped, the largest proportion are students determined to have Speech and Language handicapping conditions (Figure I-3).

FIGURE I-1

REASONS FOR REFERRALS OF STUDENTS
TO STUDENT EDUCATIONAL SERVICES

Figure I-1 provides an analysis of the reasons for referral of students to Student Educational Services for the three school years 1979-80, 1980-81, and 1981-82. The total number of referrals in these three school years was 4,356, 4,789 and 3,608 respectively. In each of the three school years, the largest number of student referrals are in the categories of suspected handicapped and non-handicapped.

FIGURE I-1

REASONS FOR REFERRALS OF STUDENTS
TO STUDENT EDUCATIONAL SERVICES

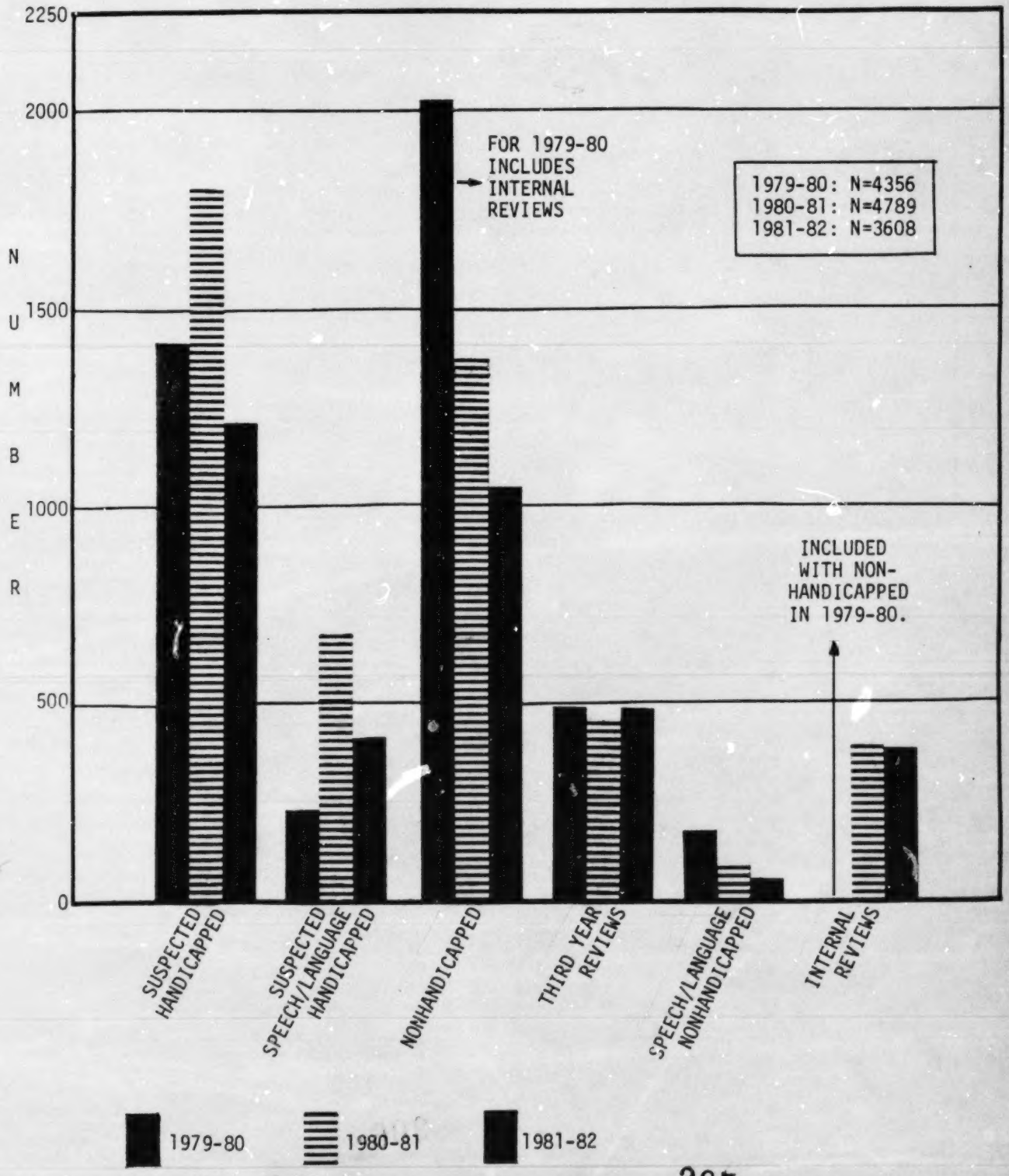


FIGURE I-2

NUMBER OF REFERRALS
AS POTENTIALLY HANDICAPPED
PLACED AND NOT PLACED
IN SPECIAL EDUCATION PROGRAMS

This figure shows the number of referrals of potentially handicapped students to Student Educational Services for the three school years 1979-80, 1980-81 and 1981-82. For each school year, the disposition of the referral process is expressed as the number actually placed in a special education program and the number not placed. The analysis is restricted to referrals concerned with determination of handicapping conditions. This includes mandatory third-year reviews of students previously placed in special education programs; these totaled 494, 456 and 487 students respectively in the three school years.

The total number of referrals as potentially handicapped was 2,323 in 1979-80, 3,021 in 1980-81, and 1,937 in 1981-82. The number of these referrals not actually placed in special education was 1313 (57%) in 1979-80, 1204 (40%) in 1980-81, and 520 (27%) in 1981-82.

FIGURE I-2

NUMBERS OF REFERRALS
AS POTENTIALLY HANDICAPPED
PLACED AND NOT PLACED
IN SPECIAL EDUCATION PROGRAMS

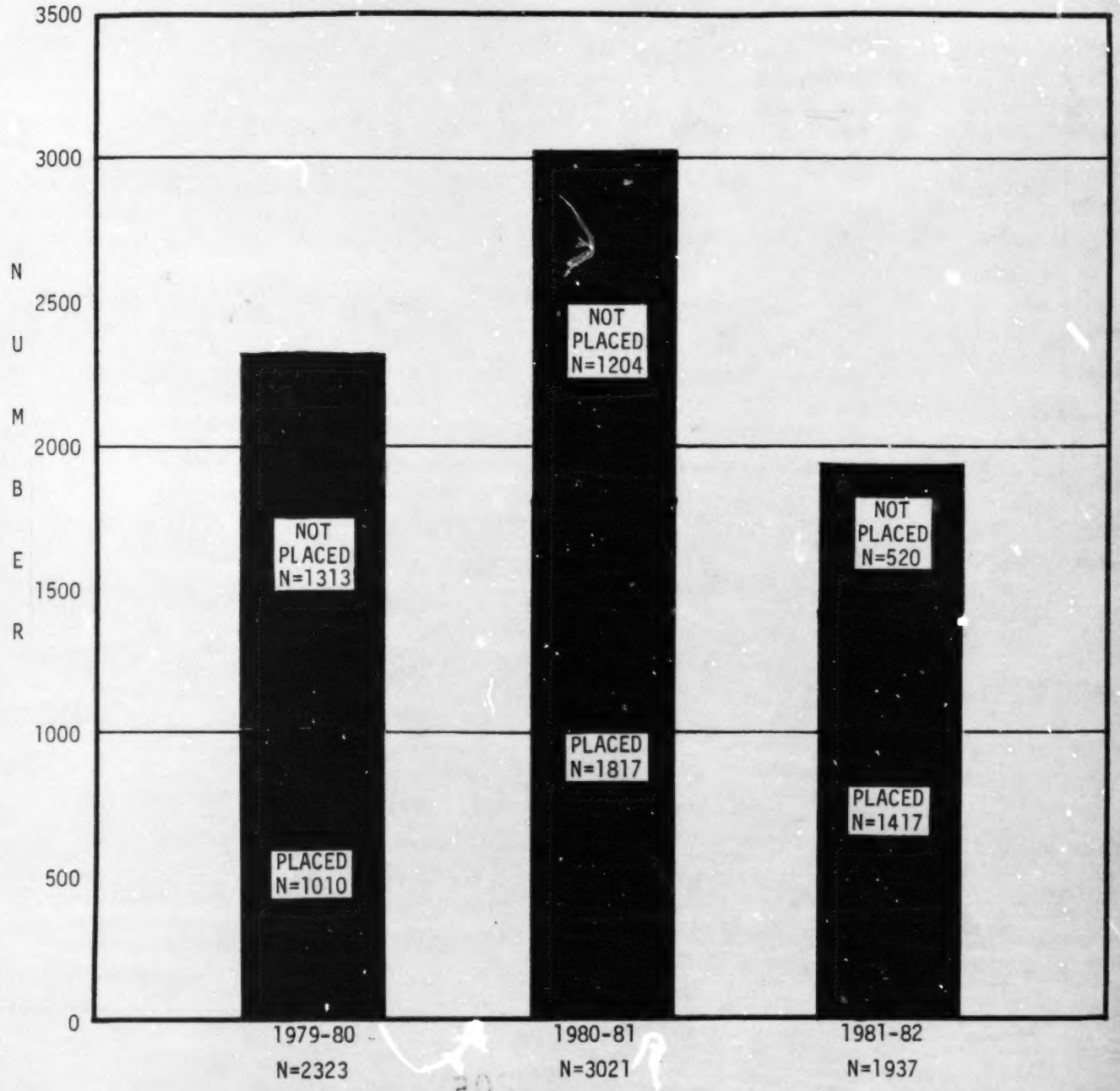


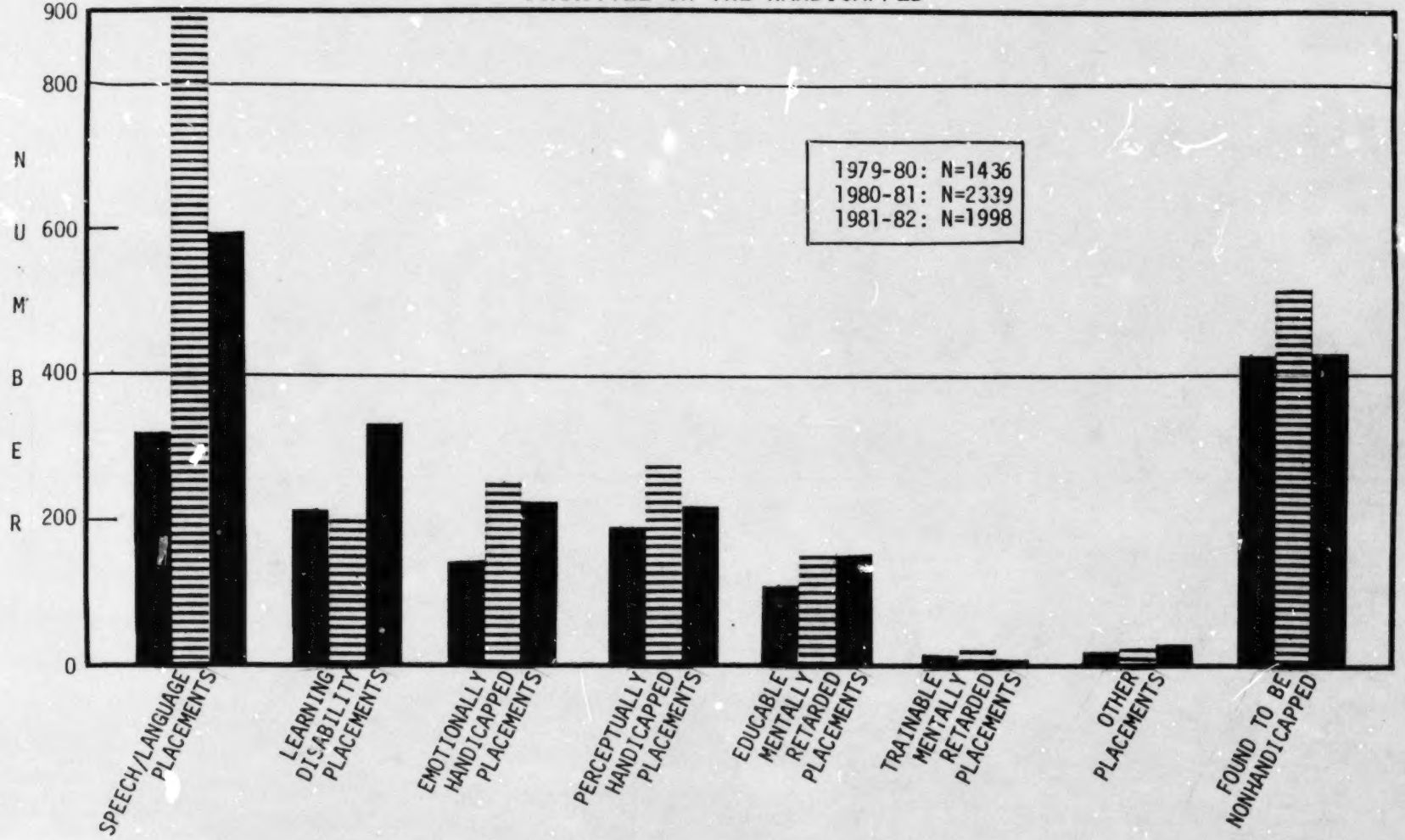
FIGURE I-3

PLACEMENT OF
SPECIAL EDUCATION STUDENTS
BY THE
COMMITTEE ON THE HANDICAPPED

This figure shows an analysis of placement decisions made by the Committee on the Handicapped. These include placement of students in specific special education programs and determinations that students were non-handicapped.

The total number of dispositions made was 1,436 in 1979-80, 2,339 in 1980-81, and 1,998 in 1981-82. The number of students found to be non-handicapped in each of the three school years was 426, 522, and 433 respectively.

The most common special education placement in each of the three school years was in Speech and Language: 323 in 1979-80, 895 in 1980-81, and 598 in 1981-82.

FIGURE I-3

PLACEMENT OF
SPECIAL EDUCATION STUDENTS
BY THE
COMMITTEE ON THE HANDICAPPED